

•

A TEACHER'S GUIDE BOOK  
TO  
THE ACTIVITY PROGRAM

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A TEACHER'S GUIDE BOOK  
TO  
THE ACTIVITY PROGRAM

BY

ROBERT HILL LANE

ASSISTANT SUPERINTENDENT OF SCHOOLS  
LOS ANGELES, CALIFORNIA

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To THE  
 TEACHERS  
 WHO HAVE CONTRIBUTED  
 To THIS BOOK

MYRTLE A. BAKER	FLORENCE R. ELLIOTT	MARY O. MOORHEAD
AUGUSTA BONT	FLORENCE H. EVERTS	MARY V. MORRIS
DESSIE M. BRAY	WILHELMINA GARRISON	GERTRUDE H. MOUNT
MARIE C. BROWN	LORA C. HARR	AURA OPTENSHAW
CATHARINE COLLANI	HUBERTEEN KUHNEMAN	MARGARET F. SARGENT
WINNIFRED COLLINS	EMMA R. MAGANOSC	ALBERTA SCHWALBE
CECELIA B. COX	RIINA L. MCCOY	MILDRED M. STEVENSON
GENEVRA P. DAVIS	EDITH R. MCKINNA	JESSIE TWELLS
GLAD E. MITCHELL		DESS WINNER



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# A TEACHER'S GUIDE BOOK TO THE ACTIVITY PROGRAM

## CHAPTER ONE

### THE BACKGROUND

#### (1)

The scene is the superintendent's office, the time is the first week of the fall term, and the persons are the superintendent and one of his elementary principals. The latter has returned to her school, after a summer session in the university, filled with new ideas in education. She has heard several references to "activities" and "activity programs," and she has prepared a list of questions on which she wishes help. The superintendent admits good-naturedly that he has a good deal to learn himself about some of these new ideas but is willing to answer the questions as helpfully as his own limited knowledge will allow. The following conversation takes place:

*Principal.* What is the essence of an activity program?

Tell me in one sentence, if you will, what distinguishes it from the formal, conventional school program with which we are both familiar?

*Superintendent.* I would say that the essential part of an activity program is the self-activity of the children

themselves, in distinction to the activity of the teacher. You have seen the formal type of schoolroom in which the children sit passively in their seats, absorb as much information as possible from the teacher, answer only when they are spoken to, and leave their seats only upon going to a recitation group or at intermissions. In such a room the teacher is of course the dominant factor and upon her lies almost entirely the responsibility for the work which is being carried on in that room. Under an activity program the children select their tasks from a variety of occupations which have been provided by the teacher, secure their own materials, carry on the work they have selected, and rely upon the teacher not so much for initial direction as for helpful advice and for checking the final outcomes of the activities carried on. The children move about freely in such a room, provided always that some useful purpose is served thereby, and are free to talk to one another about their work, provided that they do not unduly disturb other children or interfere in any way with the recitation group which may be engaged with the teacher.

*Principal.* Is the activity program a new idea in education?

*Superintendent.* Not at all. Superior teachers have been carrying out this idea for years in their classrooms. Pestalozzi was an activity teacher in the true sense of the word inasmuch as he capitalized the initiative of his pupils. There are several reasons, however, why we are emphasizing the activity program so strongly today. First, because only a small pro-

portion of our good teachers are engaged in this type of work. The formal type of schoolroom is still the accepted type in a very large number of American schools. A second and more vital reason for the recent emphasis upon the activity program lies in a development of a new philosophy of education incident upon our recognized need for a new social order. American education at the present time is largely a matter of factory organization with heavy emphasis upon standardization and uniformity. Leaders in education of the type of Dewey and Kilpatrick warn us that formal education of the current type is not preparing pupils to take their proper places in a changing world. If we had the assurance that the present social order would continue indefinitely, it is probable that the present formal education would contribute directly to a static civilization; but the World War unsettled the minds of our people as to our future, and it is interesting to note that changed social conditions in Europe brought about by the war have created over there a newer and freer type of school which emphasizes real living at the present moment in distinction to preparation for a problematic future.

*Principal.* There has been considerable discussion in recent years about the project. What is the relation between "activity" and the project?

*Superintendent.* There is no real difference between the basic meanings of these two terms but a decided difference in the application of these terms in the American schoolroom. In general, the project has

been some form of manual activity instituted as a temporary relief from formal academic teaching instead of being a vitally essential part of our schoolroom life. For example, a highly formal teacher of the old school may allow her pupils occasionally to set up a sand table representation of Oriental life or construct a California mission out of soap or evolve a series of booklets illustrating the habits of the American Indian. The pupils look upon this as a happy variation from the dull grind of the day's work, while the teacher looks upon it as a concession on her part to the current educational fad. The essential feature of such a project is that it bears a very slight relation to the organization of the term's work. On the other hand, a real activity is not an addition to the course of study but part of the course of study. A teacher who wishes to begin her sixth-grade history with a study of the contributions made by the ancient Greeks to the modern world may spend several weeks with her pupils in studying the Olympic games, tying her work up with a discussion of the forthcoming Olympic games to be held in this country. A unit of this kind might easily be carried on for a month and involve not only actual physical representations on sand tables, on miniature stages, and even in the school yard but the preparation, in addition, of written and oral reports and possibly the dramatization of certain features of Greek life that would be pertinent to the matter in hand. Such a unit would not be "tacked on," as it were, to the ordinary work of the classroom but would be a substitute for the conventional assignment of a certain



number of chapters in the text. It is simply a matter of convenience to refer to the latter as an activity and to the former as a project; and it will be found helpful to discard the word *project* entirely, as it signifies an outworn procedure. I do not mean that all projects you read about were of the artificial type. Many of them in the hands of teachers with a vision were true activities in the best sense of the word, but in the main the average teacher thinks of a project as something rather incidental in the day's program.

*Principal.* How do you distinguish between an activity and a large unit of work?

*Superintendent.* The activity and the large unit of work are obviously the same thing, but one term denotes the child's attitude while the other denotes the teacher's attitude. In such a procedure as the study of the Olympic games just mentioned, the child would engage in various physical, mental, and social activities for the sake of the enjoyment he realizes therefrom. He would not realize self consciously that he was following out a set plan of procedure but would do the thing in hand for the fun of doing it. In contrast to this, the teacher would conceive of it as a logical procedure, starting with certain definite objectives, carried out through a certain series of mental, physical, and social acts, and ending in certain definite worth-while outcomes. Such a plan we call a large unit of work, while the various occupations in which the children engage constitute the activities.

*Principal.* How is an activity started?

*Superintendent.* First, the daily work of the schoolroom,

under skillful handling, will suggest many worth-while activities. This is especially true of the social studies. Not all knowledge is of equal worth, and often the children will be interested in a certain phase of the day's work to the partial or total exclusion of other phases. To expand a center of interest into a worth-while activity is a relatively easy matter. Second, the neighborhood of school and the neighborhood of home will suggest many activities that can be tied up with the daily work of the schoolroom. For example, one school in this city has a transcontinental railroad almost in its back yard, and the sight of limited trains flashing back and forth throughout the day was made the starting point of an activity which included the history and geography of the entire western United States. Third, the daily newspaper will provide ample material for an activity program. Children have been extremely interested in President Hoover's visit to South America, the Polar explorations of Byrd and Wilkins, the recent revolution in Spain, and the stirring political changes in the Far East. The creation of a new civic center in our own city, a projected union railroad station, the development of a municipal airport, and the tremendous growth of foreign commerce at the harbor afford good starting points for worth-while activities.

*Principal.* What must one do if an activity won't start?

*Superintendent.* This is a common question and it reflects a situation in which the children seem to be utterly passive and interested in nothing. This calls for skillful teaching of the highest order, and the prob-

lem can be solved only by a teacher's "setting the stage." This simply means that the teacher brings into play the power of suggestion by providing her room with the desired responses from her children. Sometimes a room has to be exposed to a great variety of material before the feeble spark of interest begins to gleam, but once it does the skillful teacher can usually fan it into flame and work out her activity along the lines of the children's interest. A very helpful chapter on "Setting the Stage" will be found in *Curriculum Making in an Elementary School*, by the teachers of the Lincoln School, Teachers College, Columbia University. The teacher should remember that it pays to have patience. It is far better to delay the initiation of an activity until the children are ready for it than to rush into something which later proves to be the satisfaction of a teacher-interest rather than a pupil-interest.

*Principal.* How long should an activity run?

*Superintendent.* The answer to this is quite definite. An activity should continue just as long as the children's interest is maintained at white heat. As soon as interest *diminishes* the activity should cease and should be replaced by something else. This calls for good sense and good judgment on the part of the teacher.

*Principal.* Is it not true that in an activity program the children do about as they please, and that there is no compulsion upon them to learn anything well?

*Superintendent.* This is a very common assumption and it can be answered by saying that an activity program

calls for far more skillful teaching than teaching in a formal situation. In planning her large unit of work the teacher must outline for her own sake those very definite outcomes which alone make the activity worth while, and it is incumbent upon her to see that either these outcomes are reached by her pupils or that others equally valuable result. Obviously the teacher's unit of work must be a flexible affair, permitting frequent readjustment of plans as the activity proceeds, and she must not be surprised if certain outcomes fail to appear and other outcomes result which she had not anticipated. Sometimes she may feel worried by the lack of power in those more formal skill and drill subjects which have long been the stable fare in the American schoolroom. The secret in this problem lies largely in the teacher's program. Let her place her content subjects, particularly social studies, in the early morning between nine and ten o'clock; follow them with English between ten and eleven o'clock; follow this with physical activities — rhythms, music, manual education, and home economics — between eleven and twelve o'clock; and conclude with an appreciation period, from one to two o'clock, which will involve literature, music, and art. She will then have an hour left at the end of the day for training her children in those elementary skills which require emphasis. For example, an activity in the social studies may bring to light a weakness in map reading and the location of place names. An activity in English may reveal an overabundant number of common errors of speech. A reading activity may bring to light a meager reading

vocabulary. All these weaknesses can well be taken care of in the hour devoted to the acquisition of worthwhile skills, and no activity teacher need be afraid at such a time to indulge in the most strenuous form of drill acceptable to a teacher of the old school. It cannot be emphasized too much that an activity program should yield definite worth-while and tangible results, and that it is the teacher's job to see that these are attained, first, through careful planning and, second, by constant checking of the pupils' progress. It must be quite obvious that in the upper grades a goodly portion of the checking may be done by the children themselves.

*Principal.* Is an activity a physical affair or may it be purely intellectual?

*Superintendent.* The answer is, of course, that one can display just as much activity in preparing an oral report as he can in constructing a feudal castle of cardboard. 'Teachers should get away from the idea that an activity is solely confined to something one can do with his hands.' Problem solving and appreciation lessons are additional examples of worthwhile activities in which manual work is entirely absent.

*Principal.* Must a teacher follow out every line of interest indicated in a given activity?

*Superintendent.* One of our teachers wrote me recently stating that she felt she was a failure as an activity teacher because she did not follow out each "lead" in a given activity to its logical conclusion. I should like to read a quotation from her letter and I think

you will agree that no one could show more mature judgment or better sense than this teacher in arriving at such a correct estimate of the limitations of the activity program.

Not that I'm against activities, you understand. Theoretically I approve. I've written reams of them in times past and might even turn out a fairly good 1932 model on paper. But I just can't do them with any degree of skill. Not but what there are plenty of activities in my room (too many sometimes!), but they are not the "capital A" kind. They don't lead on to anything except their own immediate ends. For instance, if we make a castle in the sand table, we just make a castle; and when we get tired of looking at it, we knock it down and make something else. We don't study the whole feudal system while constructing that castle. And it doesn't teach us to spell, win a Zaner certificate, or keep our finger nails clean. Quite the contrary! You see living, even in the sixth grade, is a complicated sort of business, requiring so many activities and so many habits to be formed. Their roots are all intertwined. I'm never able to segregate either ends, altogether. If I transplant some promising sprout of interest and try to train it to a particular pattern, it either "runs all over the place," to the detriment of the rest of the garden, or else withers up and dies because its roots were disturbed — or perhaps because I get tired of supplying the life-giving water of enthusiasm. No doubt there's something wrong either with my philosophy or my nervous system. I get so beastly bored with a continuous activity or project that projects itself into infinity. I like to start each day fresh with the interests washed up by the last tide. I like to begin where we are without trailing back to find the "last word but one" and making sure that what we say today will be consistent with what we're going to say tomorrow.

*Principal.* What are some worth-while activities?

*Superintendent.* In the primary grades we find children painting at easels, operating a store, sewing on garments intended either for their dolls or themselves, modeling in clay, keeping house, washing clothes, and maintaining a garden. In the upper grades we find such activities as the planning of a small house, a study of aviation, including the construction of a model airport, an activity based upon the Olympic games, the development of pictorial maps, setting up exhibits, holding expositions, conducting clubs, and editing the school magazine and newspaper. These are only scattered instances of a great variety of worth-while activities.

*Principal.* Suppose that one of my teachers asks me why she should engage in the activity program?

*Superintendent.* Tell her that teaching in an informal room is the greatest fun on earth. No one who has visited a truly socialized room of this kind can fail to realize that pupils and teacher are far happier, more interested, and more vitally alive than under any other form of schoolroom organization. For the present she will have to take your statement on faith but I am sure she will find, after experimenting, that I am correct.

(2)

All parents know that young children are subject to a variety of diseases, annoying but not serious, which develop, run their course, and disappear. The art of education is still in its childhood and subject to intermittent disorders which eventually pass away without

leaving the victim very much the worse for wear. Every thoughtful teacher knows how educational fads and fancies run their course, each in turn being regarded at the time as of prime importance, only to wane and pass away because of the faulty philosophy behind them. It is quite essential that the teacher realize that the activity program is not "just another" educational fad, and we can secure this desirable end only by proving to her that behind the activity program is a tenable and worth while philosophy of education which is at once the source and the corrective of our procedures. It will facilitate the teacher's thinking if we outline this philosophy in somewhat dogmatic form in a series of statements or propositions.

1. Education is a continuous process resulting in changes in conduct. A century ago education was regarded as an affair of childhood and youth concerned with preparation for adult life. For most people education was something which ceased to function somewhere between the ages of sixteen to twenty years. If a young person had attended school long enough to learn how to read, to write, to spell, and to do simple problems in arithmetic, he was educated in the popular conception of the word and ready for an adult world in which formal education had little part. Today we think of education in the wide sense of a force which begins its work on an individual before birth and ceases only at death.

From this point of view we are constantly being educated and the agents of education are numerous. Teachers are prone to think of themselves as the agents of education, which indeed they are, but they should



realize that their pupils are under their care for only twenty-five hours a week out of some one hundred sixty-eight hours, and that education has not ceased when the children leave school in the afternoon. Fellow pupils, streets, alleys, homes, clubs, gangs, churches, "shows," parks, books, newspapers -- all these and many more are agents of education in some direction or the other. Even the oldest adult will not wish to have the reputation of having a closed mind or be unable to adjust himself to new ideas, so that education is taking place wherever a person, young or old, is changing or modifying his conduct in one direction or another.

2. The aim of education as a consciously controlled process, *i.e.*, from the standpoint of the teacher, is to effect desirable changes in conduct. Let us be quite clear in our minds as to this point. A boy goes to high school, fails in his subjects, drops out, and goes to work as a driver of a truck. His hours are long and his pay poor and he is glad of the suggestion that he drive for another employer at much higher wages although he is to work only at night. He drives back and forth from the harbor to the city several times before he realizes that the load under the tarpaulin is liquor, and that the man who accompanies him on his trips is an armed guard. Our young man becomes accustomed to the idea, does not rebel when asked to arm himself, has a few mild brushes with the authorities, and escapes safely. At last he gets caught and has to "shoot his way" out, leaving badly wounded men behind him. He is being educated. He has changed in his conduct, but the changes have not been desirable changes.

As another illustration, a little boy comes to school from a disrupted home. He is impudent, dirty, unsocial. He falls under the influence of a sensible, kindly, competent teacher and little by little his attitude changes. His manners improve; he learns to live peacefully and happily with his group in school; he takes interest in his work; he "makes good." This boy also is being educated, but his changes in conduct are desirable changes.

3. The result of desirable changes in conduct is better adjustment. A fine watch or a fine automobile runs smoothly because its working parts are so arranged that maximum movement is secured with minimum friction; in other words, the machinery is perfectly adjusted. We think of the truly educated person as one whose conduct is so ordered as to function smoothly and effectively toward desirable ends. Adjustment proceeds in three directions:

(a) The individual to himself. The truly educated person lives in bodily, mental, and spiritual peace because he has an "integrated personality."

(b) The individual to his social group. The truly educated person lives at peace with the people he meets in his daily round because of likeness of habit and community of interest. Also, he has the faculty of adapting the social group to himself by helping to raise the ideals of the group to his own high level.

(c) The individual to a changing world. We must remember that we *are* living in a changing world. Old traditions, old institutions, and old ideals are breaking down or being materially modified from day to day. Our conception of the truly educated person will be quite

different if we think of him as adjusted only to a static world rather than to the changing world in which we live. Dr. Kilpatrick, in his *Education for a Changing Civilization*, has this striking paragraph:

We may differ as to how we shall go forward to meet the problem of an integrating world, but forward we must go; for the integration meanwhile goes steadily on. Our schools then must build a vision and a grasp of facts able to cope with these facts as they are. As said before, nothing less than world-mindedness will suffice. And this means a new history, a new geography, probably a new inclusive social science. For the old history and the old geography by a selective perversion of facts render us incapable of seeing truly the actual oncoming situation. The old way divided humanity and was meant so to do. It fostered nationalistic division and hatreds and was meant so to do. But these attitudes will not fit our children to solve their problems. The rising generation faces a different world, an integrating world. It is the truth that will make them free, and upon the truth we must rely.<sup>1</sup>

4. The truly educated person then will be capable of adjustment to a changing world and will be world-minded. But he must be more than this. He will realize that he must not only be ready to live under a new social order but help to bring it about. He will not only exemplify the highest type of living himself but will place great stress on the appreciation of fine human lives wherever they may be found. Dr. Bobbitt has expressed this thought well:

The problem of determining the activities is not to find out what is *usually* done. It is not to find the average performance. The frequency of an activity on the part of

<sup>1</sup> The Macmillan Company. Quoted by permission.

a mediocre generation is not of much value in showing us at what education should aim. Those who have achieved the highest and most desirable levels of human performance are relatively few. The activities of the high type to be aimed at are therefore relatively infrequent.

Let us find, therefore, if possible, those persons who come nearest to living life as it ought to be lived.<sup>1</sup>

Dr. John Dewey voices the same thought in an article in *Progressive Education* for July, 1928:

If we are satisfied upon the whole with the aims and processes of existing society, this method is appropriate. If you want schools to perpetuate the present order, with at most an elimination of waste and with such additions as enable it to do better what it is already doing, then one type of intellectual method or "science" is indicated. But if one conceives that a social order different in quality and direction from the present is desirable and that schools should strive to educate with social change in view by producing individuals not complacent about what already exists, and equipped with desires and abilities to assist in transforming it, quite a different method and content is indicated for educational science.<sup>2</sup>

5. We may summarize our discussion so far in the following tentative definition of the purpose of education: *The purpose of education is to effect desirable changes in conduct through wholesome and complete living of the highest type, leading to satisfactory adjustment of the individual (a) to himself, (b) to the social group, and (c) to a changing world. As by-products of the educational process will be the acquisition of socially valuable bodies of knowledge, fundamental skills, and worth-while appreciations.*

<sup>1</sup> *Curriculum Investigations*; University of Chicago Press. Quoted by permission.

<sup>2</sup> Quoted by permission.

The teacher who accepts the purpose of education as here stated will wish to make her philosophy of education function in actual practice. How shall this be done? Since the world outside the classroom is an imperfect world, the modern schoolroom must exhibit as nearly an ideal life situation as possible to the end that children shall be trained in better habits and loftier ideals of living. Dr. Bobbitt refers to the "mediocre generation" which is the background of present social life. If we are to realize life upon its highest level, we must see to it that we set an example in our schoolrooms of the best types of living. The school must recognize and enhance human values. The school must be a place "wherein diversity of ability and experience rather than uniformity is prized," to quote Dewey. This includes teachers and principals as well as children. The present factory system of education in the United States, which places great stress on standardization of procedure and uniformity of product, should be replaced by a more human and more lifelike type of school organization. The informal program appears to offer desirable changes in procedure in harmony with our philosophy of education, and in succeeding chapters we shall try to discover the practical methods whereby such a program may be successfully carried out.

#### SUMMARY OF CHAPTER ONE

The two prime characteristics of the new school are (1) the development of the persons in the school — children and adults alike — into human beings of the highest type and (2) the "good living" which is constantly

going on and in which all participate, *good living* meaning in this connection a sequence of daily experiences — something undergone, something shared, something enjoyed — real, vital, interesting, profitable, and satisfying to all. These experiences we sometimes call activities; hence the term *the activity program*. In this book the term *the informal program* will be used hereafter instead, as the activities will be seen as means to an end, the end being the building up of a happy and successful group life.

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## CHAPTER TWO

### FIRST STEPS

You are an intelligent person, you have read somewhat in the philosophy of the new education, you have been keenly interested in the possibilities of the informal school, but you are at a loss to know how to embark on the venture. What are the first steps you must take to realize a few, at least, of your ideals in practice? The following suggestions may help:

1. Have you a small, working, teachers' library? By this is meant a few, well chosen books which will bear reading over and over again. Here are a few titles:

1. Rugg and Shumaker - *The Child-Centered School* (World Book)
2. Cobb - *The New Leaven* (John Day)
3. Meriam - *Child Life and the Curriculum* (World Book)

These are the best available books on *theory* in the new school. Dr. Rugg bases his account on educational principles developed at the Lincoln School, Teachers College, Columbia University. Mr. Cobb takes the creed of the Progressive Education Association and develops each item into a helpful chapter. Dr. Meriam is an outstanding exponent of the informal school.

4. Tippet and others - *Curriculum Making in an Elementary School* (Ginn)

5. Porter — *The Teacher in the New School* (World Book)

These are the best available books on *practice* in the new school. The first, prepared by the Lincoln School staff, describes in detail various "large units of work" carried out in the elementary grades. The second, by a former teacher in the Lincoln School, shows how the "large unit" may be adapted to the conditions which are met in the average public school.

6. Stevens — *The Activities Curriculum in the Primary Grades* (Heath)
7. Sloman — *Some Primary Methods* (Macmillan)
8. Minor — *Pupil Activities in the Elementary Grades* (Lippincott)

These afford further readings in elementary school activities.

9. California Department of Education — *Teachers' Guide to Child Development for Kindergarten and Primary Teachers* (California State Printing Office, Sacramento)
10. Los Angeles County Board of Education — *Teachers' Guide for Fourth, Fifth, and Sixth Grades*

These large books, one for the primary, the other for the upper grades, form a reference library of helpful information for the teacher engaged in the activity program.

11. Washburne and Stearns — *New Schools in the Old World* (John Day)
12. Alexander — *The New Education in the German Republic* (John Day)



13. Revel -- *Cheiron's Cave* (Heinemann)

These books contain accounts of the informal schools developed recently in Europe.

14. Pratt and Stanton -- *Before Books* (Greenberg)

15. Stott -- *Eight Year Old Merchants* (Greenberg)

16. Stott -- *Adventuring with the Twelve Year Olds* (Greenberg)

Here are accounts of experimental work on three age levels in an interesting private school.

17. Gates *The Improvement of Reading*  
(Macmillan)

18. Gates *New Methods in Primary Reading*  
(Columbia University)

19. Gates *Interest and Ability in Reading*  
(Macmillan)

These books are invaluable in helping to answer some of the vexing problems in reading which confront every teacher.

2. Have a sensible, workable daily program in your classroom. The day has gone by when a teacher was compelled to keep her school subjects in water-tight compartments and represent each by a given number of minutes on her program. The tendency in the new school is to group subject-matter materials into centers, or large units, requiring a few long, flexibly administered periods. It will help you in your thinking to keep the following scheme in mind:

Major sequence

The social studies

Related reading

Related English expression (including necessary

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penmanship, spelling, and good usage in language)

Minor sequence

Skills and drills

Work-type reading

Language forms

Handwriting drills

Arithmetic

Spelling drills, etc.

Appreciative activities

Literature

Reading for fun

Art

Music

Nature study

Dramatics

Motor activities

Shop work

Home economics

Agriculture

Physical education, etc.

A basic program, then, appears somewhat as follows :

9-10 A.M. Social studies (This includes opening exercises, conference, individual and group activities related to the unit of work in hand, followed by a clean-up period.)

Recess

10-11 A.M. Related reading and English expression  
(These include research reading on the class unit.

oral and written reports on material read, debates, dramatics, etc.)

Recess

11-12 M. Motor activities (These include the various handwork or physical experiences noted above.)

Noon recess

1-2 P.M. Appreciations (These include reading for pleasure, poetry, art, music, or other aesthetic activities.)

Recess

2-3 P.M. Skills and drills (These include arithmetic, formal English, remedial reading, penmanship, spelling, etc.)

It must not be thought that the program just sketched is fixed and immutable. Teachers should be left free to work out adaptations of the basic program which will fit their peculiar local needs. To make clear how this may be done, five programs are given below. These conform in general to the basic program and at the same time reveal interesting variations expressing the individuality of the teachers, who are successful exponents of informal education.

*1. Grade — low first; number of children in class -- 37*

9-10 A.M. A few minutes are taken for greetings, with special attention to children who may be returning after a period of absence. Money for milk and lunches is collected and attendance is checked.

Work-shop period. A brief discussion takes place to make sure that each child knows what to do and where to work. Little working groups are all around the

room. Some are starting new work, others are finishing, while others are playing with what they have made. Near the end of the hour, at a given signal, work and play stop. The children stand ready to take the direction: "Put away tools and material. Clean up." The article being worked upon or finished is brought to the group and discussion follows. The work for the following day is decided upon. Articles are put away unless continued work can go on without annoyance to others.

### Recess

10-11 A.M. The groups assemble in turn. There may be a reading lesson. There may be any one of the following: a discussion, a dramatization, a game, an appreciation lesson, or anything that will make the reading lesson, which is to follow, a success. When introducing a new piece of silent reading seat work, I have found it is time well spent to use a recitation period "playing it" (as the children call it) with them. This creates interest, respect for the material, and better understanding of its use. I like to have material that provides a variety of possibilities and in which there is fun. It supplies the child with something to turn to when directed work is finished.

The library corner and the painting easel provide opportunity for expression and thought.

Definite assignments are given, such as: "Draw the children in our story." "Draw the garden where the children play." "Draw the house where the children live." "How many dolls did the little girl have? Draw them." "How many pets did the children have? Draw them." "How many candles were on the birthday cake? Draw the cake and candles." "Who went to sleep under the haystack? Make him." "Who lost her sheep? Make her." I have a set of cards. Each card has but one direction. This is permanent material

and may be added to as reading progresses. The cards are passed out each day, a child receiving a different one each time; or if he does find he has a card he has had before, he has a chance to improve his work. I encourage the children to add necessary details to their drawings, such as flowers, grass, trees, birds, etc.

The reading period may open with recording what has been done during the activity period. This is printed in chart form and kept as a permanent record and as reading material.

We have physical education just before the second recess period, when we emphasize the necessity of breathing fresh air while playing. We play some folk game in which there is rhythm and one or more games for fun in which there is muscular activity and participation of each child. If possible, we play something in connection with our activity.

#### Recess

#### 11-12 M. Continuation of group reading

Story telling

Dramatization

Nature study

Appreciation and discussion of pictures related to the unit of work in hand. These are mounted and are filed in such a way as to be easily accessible.

Health and hygiene

Before the children leave the room to go to lunch, the tables and chairs are straightened, the floor is cleaned, and the room is left in order.

#### Noon recess

#### 1-2 P.M. Throughout the week, we have on various assigned days:

Drawing

Painting

Manual arts

Clay modeling

Music

Rhythms

These are selected to assist our unit of work and to help the children become resourceful, thoughtful, and independent.

2. *Grade — low and high third; number of children in class* . . .  
38

9:00-10:15 A.M. Opening exercises are in charge of the president of the class. He has the flag salute and a song or two and calls for the attendance monitor, who checks absences and takes the report to the office. The president then asks for the daily news. At this time the children may tell the class any news of general interest. If any of our people of importance have a report, they may use this time. We have such positions as librarian, editor, flower monitor, closet monitor, one who is responsible for general orderliness in the supply closet, and desk monitor, who checks up the condition of desks each afternoon after dismissal. Just at present we have a wholesome-living chart. It has four sections, with a monitor for each: teeth, hair, nails, handkerchiefs. These people check quickly to see how many people forgot, and this number is subtracted from the number present. At the end of the week each column is added and special mention is given to the most successful leader.

9:15-10:00 A.M. Social studies. This period is preceded by a few minutes taken to discuss our plans for the day. These are written on the board. We talk about what we are going to do, the questions we are going to answer, the things we are going to make, the books we shall use as sources of materials, the stories we are going to write, the pictures we are going to paint, etc. Then the children go about their work.

10 : 00-10 : 10 A.M. Recess

10 : 10-11 : 00 A.M. Continuation of social studies. We take part of this time to talk over the work that has been done and evaluate it with suggestions for its continuation. We pick out some of the most interesting happenings and write one or two short paragraphs on the board. This involves both penmanship and formal written language, as we pay special attention to margins, word forms, punctuation, paragraphing, writing dates, days of the week, and names of the months. Then the children write in their diaries. The more original children are encouraged to make their paragraphs personal, while the slower children may copy a sentence or two from the board, adapting it to themselves.

We take the last ten minutes of this hour on Mondays, Wednesdays, and Fridays for formal spelling. We hope to take a few minutes the other two days for dictionary work. We try to have each child keep a list of the words he has to look up or has to ask about, and after he has learned to spell them he may put them in his dictionary. This gives an excellent opportunity for incidental teaching of phonics, which some third-grade children need badly.

11 : 00-11 : 10 A.M. Recess

11 : 10-11 : 30 A.M. Physical education.

11 : 30-12 : 00 M. Reading. This time is given to three groups in reading. We try to emphasize the joy and pleasure we get from good reading and, if we have difficulties, we help each other. We try to find time to help the slower readers individually with word recognition, phonics, skimming, and fact finding, and then we check to see what we have really learned.

Noon recess

1 : 00-1 : 30 P.M. Music. This period consists of scale drills, music reading from our music book, songs for

enjoyment, and music appreciation and expression with the use of the phonograph.

1 : 30-1 : 50 P.M. Literature. Often the children bring in stories and poems for me to read. Sometimes they work up a story and read it or play it for the class. Once a week at least we have a meeting of our Story Hour Club, which is presided over by our class president and during which the children may read or tell stories from their library books.

1 : 50-2 : 20 P.M. Arithmetic. We try to have games and drills for mastery of combinations during part of this period. The rest of the time is spent in the practical application of arithmetic. New work is presented and opportunities are given for review of facts already learned.

3. *Grade — low fourth; number of children in class — 30*

9 : 05 A.M. During the first fifteen minutes each morning, we have discussion. Newspaper articles and pictures dealing with our subject are brought in and occasionally short reports are made. Opportunity is given for questions, and discussion follows. Some questions may be satisfactorily answered by the children; others are listed for further reference work.

9 : 20 A.M. Following this period, we work on our frieze, "The History of Boats," and our transportation map of the world. At the beginning of this period we discuss individual problems that may have arisen concerning the drawing of any certain type of boat and also look over and make suggestions for particular drawings, from an artistic point of view. With these helps, the children continue work on their pictures. Each child in the Frieze Group is contributing a boat picture, e.g., the first boat, an Egyptian boat, a Roman boat, Viking boats, the Santa Maria, etc. We have a Frieze Committee that is assuming the responsibility for details of the frieze



(preparing the paper, planning size and number of pictures to be shown, the borders, arrangement, color schemes, etc.). This committee takes a part of the time to talk over their plans while the other children are drawing. The Map Group is working out its ideas in a similar manner.

10 : 00 A.M. In this period we naturally work into the writing of our stories to go with the pictures. These are to be put into book form. A member of our Editorial Committee reads any finished story or stories and asks for comments. He also asks the class to criticize the form used (margins and indentation). These stories are then looked over by teacher and child, individual needs are noted, and misspelled words are recorded in word lists. Then with the class suggestions in mind, the pupils revise their stories. While this individual attention is being given, some children are working to finish their stories and some are reading for still more information concerning their boats. Because of the reading difficulty of books containing boat information, their knowledge is mostly derived from reading material which has been simplified and typewritten by the teacher. Closing this period comes the evaluation of morning's work and putting the record of it in our daily log.

11 : 40 A.M. Our last twenty minutes in the forenoon is devoted to physical education.

#### Noon recess

1 : 00 P.M. After lunch we have a half hour of literature. We are using modern poets only. We have read and enjoyed Masfield's sea poems, and the teacher will read or tell part of "The Viking Stories" and Kingsley's "The Argonauts." We plan to cover other types of stories, of course, besides those concerned with the sea.

On alternate days we have meetings of our Book Club. Children report on books read at school or at home. At the end of his report each child gives his reasons for recommending this book to his friends.

The literature period is followed by twenty minutes of music. Then comes a half hour of arithmetic. The last part of the afternoon session is devoted to remedial work in reading, arithmetic, and spelling.

4. *Grade — low sixth; number of children in class — 37*

9 : 00-9 : 30 A.M. During the first period we live the life of the country we are visiting — sewing, weaving, drawing, and making styli, paper, tools, weapons, shields, clay books, cellophane slides, etc.

9 : 30 A.M. A boy rings the clean-up bell; we put materials away and set the room in order.

9 : 40 A.M. We read about the country we are visiting. On designated days each pupil reads aloud a good paragraph he has found in his research material about a given topic: education, native home life, agriculture, etc. On other days we use readers or read in the library for pleasure.

10 : 20 A.M. Physical education, folk games, recess

10 : 45 A.M., Monday, Wednesday, Friday. We write (1) make-believe stories about children in the land we are visiting, (2) reports on what we have discovered in books, (3) letters to pupils who have moved; or we tell interesting facts about the country in which we are pretending to live (illustrated with homemade slides).

11 : 20 A.M. As soon as we finish our stories we copy them in ink or practice correct penmanship.

11 : 40 A.M. We study the words we have had to ask for or have misspelled.

Noon recess

1 : 00-2 : 00 P.M. — 15 minutes. We learn how ancient countries came to adopt the foot, pound, hour, etc. We use these units to weigh and measure pupils, to measure distances and surfaces, and to compute time. We figure how our school building compares in height with the Great Pyramid and how the area of the school grounds compares with the base. We bring can labels and cartons to school and figure the relative costs of different weights and sizes. We also figure percentages in spelling as well as weekly or monthly averages.

15 minutes. A fourth of the period is devoted to arithmetic drills and races.

30 minutes. For the balance of the period the pupils do individual work in arithmetic as determined by their ability in the city tests.

2 : 00-2 : 15 P.M. Recess

2 : 15-3 : 00 P.M. Appreciation. This period includes music, story-telling, dramatization, reading for pleasure, and nature study.

5. *Grade - - high sixth; number of children in class — 31*

9 : 00-10 : 30 A.M. The register says "social studies and English." What I really do, after checking attendance and inspecting personal appearance, finding out who brushed teeth, etc., is to take an inventory of what has been washed up by the tide. In other words, what have the children done since I saw them last? They know that the English period offers opportunities for both oral and written expression. Their interesting personal experiences are the material, first, for informal discussion and, later, for original paragraphs, stories, poems, etc. Their library research, summarized and presented to the class in orderly form, enriches the content of their social-study unit and at the same time

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gives them practice in exposition. This long ninety-minute period usually falls into four parts:

- (a) Examination and classification of material
- (b) Suggestions as to how it may be most effectively handled
- (c) Preparation of material for class presentation
- (d) Presentation followed by criticism and class discussion

10:30-12:00 M. The register says "penmanship, spelling, and arithmetic." In this period I usually do whatever formal teaching seems necessary. There is class instruction in the mechanics of English and arithmetic; and the children do their notebook work, study their spelling, and prepare book reviews in the latter part of the period while I am helping the individuals who require it. Most of them are able to work ahead independently in arithmetic, but I have to inspect their work to ensure neatness and accuracy.

Noon recess

1:00-2:00 P.M. Music and reading. A fellow teacher teaches the music while I teach penmanship in her room. The reading takes different forms. Sometimes the children read definite assignments in history and geography; sometimes they read to find the answers to questions raised in the morning discussions; sometimes they follow some special lines chosen by themselves; sometimes they read simply for pleasure; sometimes I read aloud to them, or they prepare selections to read aloud to one another. Book reviews are given in this period also.

2:00-3:00 P.M. Physical training, group and individual activities. After the physical training period, the children who have finished the work begun in other periods are free to do any constructive thing they choose which will promote the general welfare. They work

individually or in groups -- plan plays and rehearse them, arrange exhibits, plan special programs, write special assignments for the school paper, and so on. The last ten minutes of the period is devoted to putting the room in order for the next day. "Housekeepers" take charge and administer affairs quite efficiently. The librarians also check out overnight books from the classroom library. The more studious children "sign up" for special work at the Public Library. Occasionally the whole first period of the next day is planned at this time, in which case item (c) of the following morning's work is taken care of.

3. Decide on your first unit of work. In the first place, what is meant by a *unit of work*? One large city system has prepared materials as teacher helps in the following units:

- The farmer and his problems
- Fishermen and their work
- Fish and fishing
- Miners and mining
- Travel in the United States
- The history of travel
- Prehistoric life
- Ancient Rome

A large elementary school in the same system worked out, recently, the following units:

First and second grades    House and garden; a library table; a flower shop; an animal farm; pets; a reading club

Third and fourth grades -- Children in Japan; the beginning of things; transportation; the Congo; a guidebook to California

Fifth and sixth grades — Mexico; the food supply of Canada; medieval life; the evolution of the British Empire

Obviously a unit of work in the sense used in these lists is an enterprise to be carried through to completion by pupils and teachers. The following specific suggestions may help you in selecting the unit on which you wish to work:

A. You will find it easiest to select a unit in the social studies. This field is so extensive and so rich in possibilities that you can hardly go wrong, but you must not think of social studies as merely history plus geography plus civics. It is far better to define social science as that subject which deals with man's attempts to learn how to live happily and successfully in the group, a problem as acute in the modern schoolroom as it was in the daily lives of the Athenians of 484 B.C.

B. Examine the outcomes listed in your course of study for your particular grade and decide upon a few of these which you think could be realized through a unit of work. For example:

1. Learning how people solve the problems of food, clothing, and shelter in various ways because of different conditions of soil, surface, and climate. (Los Angeles Course of Study, third and fourth grades, p. 153)
2. Sharing interest in reading, talking, and hearing about topics of common interest. (*Op. cit.*, p. 154)
3. The ability to speak of any of the typical sections of the United States, giving some-

thing of the lives of the people. (*Op. cit.*, fifth and sixth grades, p. 181)

4. To find reading material on a given topic in the text books by the use of the index and table of contents. (*Op. cit.*, fifth and sixth grades, p. 133)

C. Select a unit of work which you think will yield these outcomes. At this point these questions may arise - "Have I the right to choose a unit of work and impose it on my class? Would it not be better to wait and allow the class to choose the unit under my guidance?" It is quite true that we wish to avoid a highly standardized list of units and that no unit will be successful which is far removed from the needs and interests of the pupils. Nevertheless, experience has shown that the units of work taken from the following fields are popular with most children and that the teacher will probably make no error in selecting one at the beginning of the term to avoid waste of time.

Kindergarten    primary grades: Home life, school life, community life.

Third and fourth grades: Children of other lands - Eskimos, Dutch, Japanese, Mexicans, desert people, jungle people.

Fifth grade: How people work and play in North and South America - Wheat, coffee, rubber, oil, fish, national parks, highways, trails of the pioneers, etc.

Sixth grade: What Europe has done for America - Egyptian life, Greek life, Roman life, the age of chivalry, how records have been made and kept,

a summer trip to northern Europe, a winter trip to the Mediterranean, etc.

Seventh and eighth grades: Our national life --

Any large episode or movement taken from the geography or the history of our country which is rich in content and which is capable of "leading on" into other equally valuable units.

It is assumed that even though the teacher select a unit of work she will not abruptly announce the fact to the children but will skillfully "set the stage" so as to awaken the interest of her class and the desired spirit of coöperation. An excellent chapter on this subject will be found in *Curriculum Making in an Elementary School*, pp. 42-57.

4. Make a brief written sketch of your proposed unit of work as a guide to you as the unit progresses, as a means of recording your progress, and a starting point for measuring the children's progress. It will be helpful to organize this under four heads as follows:

#### A. Objectives

These are the specific aims you have in mind, *i.e.*, to develop a love for good poetry; to interest children in jungle animals; to give practice in creative writing, etc. It will add materially to the success of the unit to think through clearly and definitely the aims which guide your work.

#### B. Launching

In this section you should provide at least three different and alternative plans for launching the



unit of work, *i.e.*, placing the enterprise before your class in such an inviting way as to awaken their interest.

*C. The activities*

It may be well at this point to define *activity* in the sense in which it is used in this book. We define *activity* as "any worth-while experience which meets the interests and needs of the children and leads to desirable outcomes." It must be obvious, therefore, that an experience in this sense may be physical, intellectual, or emotional; or any combination of these attributes. Many teachers think of activities as merely constructive enterprises which are confined to building, painting, etc. Preparing an argument for debate, reading a poem with insight and enjoyment, and building a replica of the Assouan Dam are all activities.

It is well to list your activities under three heads, Whole Class, Group, and Individual. In nearly every unit of work there are a few activities in which the whole class is interested; others which appeal to small groups of children and still others which have little appeal except to some individualist who does not care to work with the group.

*D. The outcomes*

List these under three heads also :

Information

Knowledge of \_\_\_\_ etc.

Habits and skills

Ability to \_\_\_\_\_ etc.

Appreciations

Increased interest in \_\_\_\_\_ etc.

Desire to ----- etc.

It is well also to include a brief bibliography, noting the texts available for use by the children and a few "grown-up" books which will be referred to by the teacher. Finally, add half-a-dozen blank pages heading each with the words "Daily Log."

**5. Launch your unit of work.** Be prepared for any one of the following results:

(a) The unit may progress successfully just as you planned it.

(b) The unit may have to be greatly modified because of unforeseen circumstances, *i.e.*, lack of interest on the part of the children, interests developing in a direction not anticipated by the teacher, etc.

(c) The unit may have to be abandoned. This will not happen very often if the teacher has studied her class situation in advance. Occasionally, however, a unit fails absolutely to appeal to the children. The teacher, therefore, should use her written plan with discretion and feel free to adapt it to the successive reactions of her pupils. She should keep a brief record of the day-by-day progress of the unit on the pages headed "Daily Log" in her plan-book. This will help her to check possible errors in judgment when she repeats the unit with another class.

**6. Check the outcomes.** It will be well, if circumstances permit, to give simple reading-vocabulary and

reading-comprehension tests before starting the unit of work and repeat those tests upon its completion to see what progress has been made. At intervals during the progress of the unit the teacher should, by oral quiz, by written questions, and by some "new-type" examinations, satisfy herself that her stated outcomes are being reached, or that other and equally valuable outcomes have developed which were not foreseen in the original plan.

#### SUMMARY OF CHAPTER TWO

Chapter One aimed to present in very simple form the theory of the informal school. The present chapter aims to set forth a few of the steps which the teacher may take who wishes to realize the theory in practice. These steps have been seen to be (1) the accumulation of a small working library of professional books to serve as guides to the teacher during her experimentation with new techniques, (2) the adoption of a simple, flexible daily program, (3) the selection of a unit of work, (4) the writing of a unit of work to serve as a "lesson-plan," (5) the launching of the unit, and (6) provision for checking the outcomes.

## CHAPTER THREE

### THREE ILLUSTRATIVE UNITS OF WORK

The following units of work have been written by experienced teachers and will prove suggestive both in content and in arrangement of material. An evaluation of these units will be found at the end of this chapter.

#### I. THROUGH THE AGES WITH ALI CORNIA

A unit of work in social studies for the fourth grade, by Miss Margaret Sargent, Glendora, California.

##### *A. Objectives*

- (1) To teach the lives of the inhabitants of Arabia, both in the early days and in the present, in such a manner that the children will identify themselves with the people and the time.
- (2) To help the children discover the important geographical facts of a desert country.
- (3) To develop an interest in those facts of Arabian history that are inseparable from world history, and which lead to the study of other countries.

##### *B. Situation from which the activity may arise (Launching)*

- (1) Los Angeles is often called "the Mecca of the West."

I would write that statement on the black-board and await comments. If there were any, I would try to create enough interest for the children to wish to locate Mecca and find any similarity that may exist.

- (2) "An Automobile Caravan" was a headline in a newspaper.

What is a caravan? Is your idea of a caravan one that is composed of automobiles? Where would you expect to see or travel by a caravan?

- (3) In developing blotter corners, the children make simple, symmetrical designs. I would post some of the best of these under the caption "Arabesques." If they referred to the word I would ask what little word they saw in "Arabesque," and would have them find the word in the dictionary.

A discussion of the Arabesque designs would lead to their first use and development. Where and how?

- (4) 1, 2, 3, 4, 5, 6, 7, 8, 9, 0.

Can you find a name for these in your arithmetic? What do you call them? Look your word up in the dictionary. Where did they get the name? (Arabic numerals.)

- (5) A lecturer showed pictures of "The Garden of Eden." Did he mean the Garden of Eden? See if you can find out. One group may look up Aden; another, Eden. Locate both, if you can.

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- (6) A sword of Damascus steel was greatly prized by the knights of old. Where did the swords come from?
- (7) Does some boy or girl buy Hills Brothers' coffee for his mother? What is the picture on the can? What does it represent, and why do they put that picture on a can of coffee?

- (8) "He's a sheik."

What do you mean by that expression? I wonder if you have the right meaning. Will some one look up sheik?

- (9) Have any of you ever visited the W. K. Kellogg Arabian Horse Ranch near Pomona? What kind of horses are there? Where did they come from?

- (10) Has your mother a damask table cloth? See if you can find where it got its name.

Have any of you a damson plum tree? How did it get its name?

Make good use of the dictionary.

- (11) After we had made "the port of entry" to the unit of work, I would place a profusely illustrated copy of "The Arabian Nights Tales" on the browsing table and encourage the children to read them. I would tell the story of "Ali Cogia, the Merchant of Bagdad," stressing all places of interest and all customs of the country.

Later, when they were needed as references, I would add "Our Little Arabian Cousin"

and other books available to the browsing table.

### C. *Activities*

Divide the class into several groups and let each group be responsible for one or more of the activities which may be decided upon. The dramatic scenes are first to be acted by the children, then written by the "scribes" who will be responsible for the keeping of the records.

(1) With Ali from Damascus to Mecca in olden times

1. Work out a scene showing a caravan preparing to leave Damascus. All things of importance must either be told in the conversation or shown in the action and properties.

(a) Making up the caravan.

(b) What would a merchant carry? Make a list.

(c) How many and who would go?

(d) How are they dressed?

(e) Where are you going and what stops will you make? Would you make a modern road map? Can you find an old map?

(f) What dangers may you encounter and what is your protection?

2. A night at a caravanserai on an oasis. The people and all the animals must be cared for. Can this scene be dramatized in such a way as to tell all this?

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- (a) What will you eat and how is it served?
  - (b) How will you sleep?
  - (c) What care must you give the animals?
  - (d) The Muezzin.
3. Visit the home of a Bedouin sheik.
- (a) Are these people hospitable? What welcome would you expect?
  - (b) Get all the information you can about the making of the tents and the furnishings. Would you expect them to be elaborate?
  - (c) Find out all you can about the household customs of the Arabs.
  - (d) It is said that a desert Arab cherishes his horses more than his women. Do you believe that?
  - (e) From the stories you have read, what do you think about the position of the women in the home?
  - (f) Has this sheik slaves? Are they black?
  - (g) What entertainment is offered?
  - (h) Can you best represent this by dramatization or by some other method such as pictures on a frieze?
4. Visit the holy city of Medina.
- (a) See the Tomb of Mahomet.
  - (b) Why is Mahomet so honored?
5. Robbers on the desert! Can you dramatize this?
6. Mecca with its mosques and minarets!



We may enter safely only under the escort of Ali, as this city contains the "Holy of Holies," to see which many thousands have forfeited their lives, but magic works wonders.

- (a) What is the Kaabah, or Caaba?
  - (b) Learn about the pilgrimages.
  - (c) Population types and number.
  - (d) Wealth.
  - (e) The name of Mecca has become a synonym for what? Why?
  - (f) What kind of scenery will best represent Mecca? What can you use?
7. Let each group choose one or more to assist in making a complete map of Arabia, as it was in olden times, on wide wrapping paper. Illustrate this profusely showing typical scenes and products. Mark the route your caravan took.
- (2) The ancient city of Tyre.
- With Ali, we shall visit Tyre. Shall we have to turn back or forward on the calendar?
- 1. Find out all you can about this city.
  - 2. Try to get an idea of the glory of this ancient city through pictures and history.
  - 3. Reconstruct this city in miniature, using paste and paper as for mask making.
  - 4. List other cities that have disappeared.
  - 5. Add these cities to your maps.
  - 6. Get a copy of the picture "The City of

Tyre," by N. C. Wyeth, published in *The Ladies' Home Journal*.

- (3) Let the magic carpet bring you down to the present day.
  1. Take a modern journey from Beirut to Aden.
  2. What will be your mode of travel?
  3. Will there be any stops?
  4. Will the route at any point be the same as the old caravan route?
  5. Collect souvenirs of your trip.
  6. How do the modern products and places compare with the old?
- (4) "East -- West Home is Best."
  1. Get steamship folders and plan your trip.
  2. In what direction will you sail?
  3. From what port will you sail?
  4. What port will we reach upon our return to the United States? How does it seem to be at home again?

Oh, it's home again, and home again, America for me!  
 I want a ship that's westward bound to plough the rolling sea,  
 To the blessed Land of Room Enough beyond the ocean bars,  
 Where the air is full of sunlight and the flag is full of stars.  
Henry van Dyke

#### D. Outcomes

A knowledge of

- (1) A few simple facts about the desert regions of Arabia.
- (2) A few simple facts about the customs of the

Arabian people in historic and modern times.

(3) Several new words to be added to one's vocabulary.

(4) Map locations relating to Arabia.

Habits and skills

(1) Ability to use simple maps effectively.

(2) Ability to use easy books for research.

(3) Ability to express one's knowledge and feeling in dramatic form.

(4) Increased skill in oral and written expression.

Appreciations

(1) An interest in oriental life which will lead on to further study.

(2) A sympathy with child life in other lands.

(3) An appreciation of the contributions made by Arabia to our Western World.

## 2. RUBBER ONE OF OUR GREATEST NEEDS

A unit of work in Social Studies for the fifth grade by Miss Marie C. Brown, Whittier, California.

### A. Objectives

(1) To lead pupils to feel our dependence on our neighbors.

(2) To help children to appreciate the industrial growth of the United States.

(3) To create in our pupils an appreciation of the real worth and richness of the industries, products, and scenery of the tropical countries.

- (4) To give children a feeling of world mindedness through the study of other people.
- (5) To show the wisdom shown by our government in the construction of the Panama Canal.

*B. Situation out of which the activity arose.*

When we were studying the life of Edison on the occasion of his eighty-third birthday, the question came up --- "Where do we get our supply of rubber?"

Edison's untiring efforts to find a plant or shrub that will thrive in our climate and produce rubber seemed to make a great impression on the children, especially the boys. The children realized that this important work is yet to be accomplished, and the feeling that they may have a part in it seemed to fascinate them. I told them that a little later we would delve into that problem and see if we could find out why Edison felt it to be of enough importance for him to work twelve hours out of twenty-four to solve it.

When studying the United States, we imagined we were living out on a wheat ranch in Montana, and traced the sources of all our needs. We found that even our necessities for comfort took us out of our own country to all parts of the world; and when we considered the luxuries we would enjoy having, the horizon of our travels to satisfy our desires had no bounds.

So we discussed our greatest needs and decided rubber was one we should like to search for, because if it did not grow in our climate, it would probably take us into new fields unlike anything we had studied before.

Several members of the class had visited the Goodyear factory here in Los Angeles, and one boy had visited the plant in Akron, Ohio.

I went to the Whittier City Library and told them just what I wanted to do, and with their help found a wonderful supply of material which they allowed me to take to my school.

I have forty pupils and I had over one hundred articles for the pupils to browse through. We used that for informational reading material, and the children were intensely interested. I gave them the pictures, books, and magazines and allowed them to read without interruption for fifty minutes. The following day at our Social Studies period, they gave me these questions which had come to them from our previous studies, from life as they live it, and from their reading. The questions are given just as the children offered them without any attempt at classification :

1. How do they get rubber?
2. How does rubber grow?
3. Where does rubber come from?
4. How long does it take rubber to grow?
5. What kind of soil does rubber need?
6. How do they make rubber?
7. What is rubber made from?
8. How much does rubber cost in this country?
9. How much do they pay the people they get it from?
10. Why doesn't rubber grow in the United States?
11. What do they do to the rubber tree to keep it from dying after it has been tapped?

12. In what part of the world does rubber grow?
13. What materials are used to make rubber things?
14. Who discovered rubber?
15. What things are made from rubber?
16. What different kinds of rubber are grown in the world?
17. How is rubber manufactured?
18. Where did rubber get its name?
19. What kind of climate does rubber need?
20. How do they shape rubber?
21. If you and I went down to South America, how would we get rubber?
22. What happens to the natives if they get the smoke into their eyes?
23. Do rubber trees die after they are tapped?
24. Why is Brazil a good rubber country?
25. Where do the natives who carry the rubber stay?
26. How big are the rubber balls when they are finished?
27. Where does the best rubber grow?
28. What do the Indians around the Amazon make their houses of?
29. What would happen to Brazil if the great Amazon were not there?
30. How do the natives get the rubber to the boats?
31. When can they gather rubber?
32. What is the name of the milk they make rubber of?
33. How fast does the sap run out of the rubber tree?
34. What places in South America does rubber come from?
35. How do they tap the rubber trees?

36. What parts of the world do not have rubber?  
Why?
37. How long has rubber been used?
38. What is the greatest use for rubber in the United States?
39. From what was Mr. Edison trying to make rubber?
40. Why are they trying to make rubber out of something else besides the sap from rubber trees?
41. What does a rubber plantation look like?
42. When did they first discover that this milk would make rubber?
43. Does the United States buy artificial rubber?
44. What is artificial rubber?
45. What kind of enemies does the rubber tree have?

We had two very interesting lessons for our Social Studies hour when we used thirty-four slides from the "Keystone Visual Instruction Series," showing pictures of the Panama Canal, jungles, rubber trees, native Indians, factories using rubber, automobiles and many useful articles made from rubber, and when a pupil brought in some mounted South American butterflies which we discussed. These, with pictures of South American animals and birds, made intensely interesting material for three different drawing periods.

### *C. Activities*

#### (1) Written story of rubber.

1. History of rubber — done by three pupils.
2. Sources of rubber — done by three pupils.
3. Getting rubber — done by three pupils.

LIBRARY & DOCUMENTATION

4. Manufacture of rubber done by three pupils.
5. Uses of rubber - worked on by all the pupils of the class.

Pupils looked up this material and wrote it out. They drew pictures and hunted for pictures to help make their book more attractive. One new boy asked if he might draw a picture of the jungle for the cover.

Pupils tried to answer as many of our questions as they could in their story.

- (2) Pictorial story of rubber.

Pupils asked if they might try to draw pictures to show a trip from the United States to South America in search of rubber.

One morning a little girl said her aunt and uncle had just started for South America. They had left San Pedro on the "Virginian." The children chose a big Mexican boy (the only Mexican in the room) to be captain of the Pictorial Group.

(NOTE: They had voted his drawing of Lincoln and the log cabin the best in the class and used it for the cover to the booklet of Lincoln done by the entire class. This showed an increasing thoughtfulness on their part, it seemed to me.)

He chose his own helpers and they decided what pictures they thought they ought to have. Their story reads: The "Virginian," "The Panama Canal," the "Harbor of Para," "The Amazon," "The Jungle,"



"A Rubber Plantation," "The Indians' Camp," "The Hams." (They wanted to put pictures of the return journey in but we decided we did not have time, space, or pupils.) "New York Harbor," "The Factory," "The Automobile," "The Rainy Day," (this was a picture of a boy with rubber coat, hat, and boots and a girl with galoshes, umbrella, and raincoat). There were several other pictures showing the uses of rubber.

(3) The jungle.

The third activity connected with this unit of work is the attempt to illustrate the Amazon River with its bordering jungle. The children begged to try, so a group of eight pupils were chosen. They first read from many sources and hunted everywhere for illustrations. They gathered together sand, chicken wire, sods with grass growing, a quantity of bark, and green branches for their trees.

They painted the bottom of their sand table blue for the wide Amazon, cut large lilies and leaves to float on the water, used glass to cover, put a thin layer of sand, then their wire to hold up their trees, then more sand and covered all sand clear down to water's edge with turf, grasses, reeds, trees, vines, and roots. They made large, beautiful butterflies to fly around through the jungle.

The butterflies and flowers were made of colored paper. They are going to try to represent the monkeys, snakes, other animals, birds, and huts and hammocks of the natives.

They watered this so that it kept green and moist, and they certainly enjoyed the work hugely. By the time they finish I am sure they will know a great deal about the life of the jungle, the people, the animals living there, and the products found there.

*D. The daily log*

Monday, March 3

Pupils given permission to browse through a large collection of reading material on rubber. This material was of all types from simple reading to quite difficult. It consisted of articles in Books of Knowledge, pamphlets, magazines, geographies, reference and story books of all kinds and descriptions. I had collected anything and everything I could find from Los Angeles City Library, Los Angeles County Library, Whittier City Library, our Eighth Grade School Library, and our own Elementary Library. The children had been very curious and interested as they had watched it accumulate, so when the longed for opportunity was given they read eagerly. I let them enjoy themselves that day, said nothing, but allowed time for the interest to sink in. It did.

Tuesday, March 4

The day before I had used only the reading period. Today our unit occupied both the reading period and social studies period. The questions to which they would like to find the answers came up very naturally and by the end of our hour and forty minutes devoted to social studies and reading we had twenty-four questions on the board.

Wednesday, March 5

We read again, and more leading questions were asked. This day the children themselves brought in reference books on rubber. They wanted to draw maps of South America. They were anxious to work out a product map of South America. Many wanted to build the jungle. When I suggested the written story, they asked if they might draw pictures to illustrate the rubber trees and the natives gathering rubber, so I suggested they make the pictorial story and they seemed to feel that was the very best thing they could do, *except to make the jungle*.

Thursday, March 6

The first thing in the morning I read them a delightful story of a French boy searching for the most beautiful flower in the world to place upon the altar. He found it after a long search on Mt. Roraima, near the boundary line of Brazil and Guiana. The children loved the story and became intensely interested in

the flowers, the birds, the animals, and the queer natives. The rest of their social studies hour they read and studied by themselves and we had some very spontaneous talks and thoughtful discussions.

At our drawing period we worked in groups, measuring paper for the pictorial story, sketching illustrative pictures for our booklet, and planning materials for the jungle.

Friday, March 7

Pictorial story group started sketching. This led to more study and hunting for pictures. The interest was wonderful.

The booklet group started to write but found they needed to study more to be able to write what pleased them.

The jungle group tried to get their job started, but it didn't work the way they wanted it to.

Monday, March 10

Very little was accomplished on our unit as we had a period in our auditorium. Some pupils worked in between times printing the titles of their pictures on the board above the story, doing more light sketching and more study and taking part in more discussions.

Tuesday, March 11

I read a very instructive description of the Amazon and its tributaries during our reading period. We compared the Mississippi system with it, and for our Social Studies lesson went to our special room for Visual Aid where the

children operated the lantern and showed and discussed twenty-four slides on rubber, its growth, the process of gathering, its manufacture, the Panama Canal and New York Harbor.

At the hour given over to art the children worked happily and effectively on their stories and jungle.

Wednesday, March 12

A big improvement was shown in their initiative and independence. They put the room in good order after their activity hour and did it quickly and quietly.

One boy (disciplinary problem) is making a picture of a boy and girl all dressed in rubber clothes, going to school in a heavy rainstorm. He appealed to me to help him draw the girl's face. I said, "Oh! no, I am too busy." Pretty soon he came to me with such a twinkle in his eye and said, "There, I got it! Look!" He had the little girl drawn showing her back, with a big umbrella over her head.

Thursday, March 13

Used the reading and social studies periods for further reading and study. I asked them if they were happy and all in one voice answered "Yes." I asked them what they thought they were getting out of their reading today, and in their own words they replied "Knowledge," "Information," "Fun."

We succeeded in answering more questions

today. A new question was asked which no one could answer satisfactorily. It was, "What makes rubber have such a disagreeable smell when burning?" (One boy who seldom shows any interest in anything answered immediately, "Because it has sulphur in it.") The members of the class were not sure that was right and said they would find out tonight.

Friday, March 14

We worked the entire social studies hour coloring and finishing our pictorial story, finishing our booklet and the jungle.

During a part of the reading hour I read them an interesting description of the life in the jungle as lived by the natives, and the rest of the period they read with great zest as I told them we must leave the jungle and start climbing up the slopes of the great Andes next week.

We could go on and on with this study of rubber but as our course of study is calling us we must leave it for the present. I feel that the children have a real interest in Edison's search for a rubber-producing plant that will grow in the United States and be commercially satisfactory.

The children are already suggesting many other valuable leads for further travel into the countries of South America and investigations of other products of this country. They want to draw maps, to build homes like those

in which the Incas lived, and to study about chocolate.

I believe by the end of the two months devoted to South America the pupils will have gained a vast knowledge of the continent and a spirit of investigation, without any coercion on my part.

#### *E. Outcomes*

- (1) Increased interest in reading for investigation and knowledge.
- (2) Increased ability to tell to others in a clear and interesting manner what they have found.
- (3) A tremendous desire to go on and study more about the animals, peoples, and products in South America.
- (4) An appreciation of our great dependence on other countries of the world.
- (5) A keen interest in all persons seeking to discover new places, new peoples, new animals, new flowers, and new methods of doing things.
- (6) New skills in planning, drawing, coloring, and arranging to get desired effects.
- (7) Increased ability and pride in spelling.
- (8) Increased ability to write a good description.

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### 3. A FIRST EDITION

A unit of work in English expression for seventh and eighth grades by Miss Huberteen Kueneman, Des Moines, Iowa.

#### *Foreword*

This unit of work is designed first of all for English classes in a departmental plan. It is hoped it can be used with a sixth grade class or with junior high school groups.

A number of the activities, including the publishing of the mimeographed papers and the one issue printed, have been carried on by the writer in an A6 class.

It was purposed in this unit to expand the list of activities so that there would be plenty of material to interest children of varying abilities over a rather long period.

#### *A. Objectives*

- (1) To publish the best kind of school newspaper possible.
- (2) To develop an appreciation of policies and practices of the better newspapers.

- (3) To grow in "the power to organize a few simple ideas around a central thought and express them adequately."

*B. Situations and questions through which the activity may be launched.*

- (1) When I returned to school in September, after having done a summer's work as a reporter on the local afternoon paper, more children than those in my new home-room group were anxious to tell me that they had seen certain stories which were given a by-line. I was flattered again in my home-room, when we were having a class gossip-fest on what we had done since June sixth, to be bombarded with questions for information about the newspaper. "Were those stories true?" (Especially the one about the dog.) "Where did I get the story?" "How do the newspapers get all the pictures?" etc. etc.

One boy volunteered the news that the man who lived next door to them was a printer at the same newspaper office and worked at night. This opened the flood gates on more questions. "Why did he work at night?" "Who else works at nights?" "Did you work at night?"

The same boy came forward with an assurance that this man would probably take him and others down to the newspaper office to see

the machinery run. Couldn't I take them down?

I thought it could be arranged, and here is where I caught their eagerness at full tide and helped them decide what we should do beforehand so that we could get about all there was to be got out of such a trip.

I shall hurry along to say that the idea that we publish a newspaper of our own did not occur to the children until several days after we had gone through the Register and Tribune plant.

- (2) A similar activity, but one which did not reach the proportions of this one began in my sixth grade English class about three weeks before the class's promotion to junior high school. Eskil Erickson brought a small, four-page paper of his own called, "The Penn Avenue News." It was his from this standpoint: A cousin, who is a linotype operator, had set the material and printed just this one copy on a job printing press for Eskil. The material in the paper was really pointless from an English teacher's point of view, but it did illustrate well the headlines in a newspaper and the organization of the news.

We examined and talked over Eskil's paper, and in that period nearly everyone in the class was drawing a lay-out for his paper and writing any manner of story that came to his mind to fill up the columns.

Of course this began rather illogically, but if the class interest held it would be relatively simple to get the pupils interested in improving the quality of their copy and concentrating their efforts on a single class newspaper.

Other schools' publications may be used to stimulate interest in publishing a class newspaper.

- (3) It might grow out of the wall newspaper.
- (4) Many home editions of local papers carry a school news section written wholly by the children, and are glad to publish special editions. The special edition is devoted to contributions from a single school.

*Introductory to the activities*

- (1) Questions which were raised:
  - (a) Why do printers work at night?
  - (b) Who else works at night?
  - (c) Do the same people work in the daytime?
  - (d) Do as many people work at night as work during the daytime?
  - (e) How will we go downtown to the newspaper office?

Teacher: "What do you want to see when you get there?"

Replies: The machinery, the printers, Mr. Cowles, Mrs. Giffen (Editor of Children's Page), the photography room (by one boy who had been there to have a picture taken).

Because this list began to include too many irrelevant items, it was suggested that we wait until the next day to finish the enumeration. Each child agreed to read the local evening paper or some other and to bring to class any other questions about the newspaper which he would like to have answered.

Next day came, and with it the additions for our list. Many of the children had brought their papers with them.

Additional questions asked included:

- (a) How are the pictures made?
- (b) Why were the outside pages of some papers, there in class, green and others white? (Both were papers of the previous day.)
- (c) Why does the "green paper" have different news and a different front page appearance than the "white one"?

(Questions *b* and *c* would arise quickly in our local community because there is now but one large afternoon paper and morning paper. Both are published by the same firm. The difference in the appearance of the four o'clock street edition, with its scare headlines, and the quieter home edition which is delivered by the carrier in the residential districts, make the two editions appear to belong to rival firms.)

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- (d) How many times daily is the Tribune-Capital published?
- (e) How many times daily is the Register published?
- (f) How do they get the news so soon after it happens?
- (g) Why do they print a list of all school children's birthdays every day?
- (h) Why isn't the birthday list in the green paper?
- (i) Where do they get the weather report?
- (j) How many people work on the paper?
- (k) How much does it cost to put a want ad in the paper?
- (l) Do the people ever find the things for which they advertise?
- (m) Did Younkers' write their own page?  
(A department store's advertisement)
- (n) Did Oransky's write their page?  
(At this point a list of similar questions about a number of the specific firms, whose advertisements appeared in that issue, came forth. We stopped to see if we needed so many questions so nearly alike. The long list was finally reduced to this, "Who writes the advertisements?")
- (o) Who writes the baseball news?
- (p) Why don't they print more funnies?
- (q) Who draws the funnies?
- (r) How do they make some of them colored?

- (s) How are the brown parts made? (Rotogravure sections of Sunday paper) During the discussion there were a few children who exhibited only a passive interest, and they could not be drawn into the discussion; but among these non-participants there was a girl who seemed to be eyeing the whole situation belligerently. When she was questioned directly her attitude was that of a person with "a chip on his shoulder." When I perceived this I postponed further questioning until I could see her alone.

I shall anticipate here to tell the outcome of a later talk with this child. My thought that there was perhaps a family prejudice behind her attitude was confirmed when I talked to her alone. Her mother says that "things in the newspapers aren't true." The child never reads the funnies, and the only paper they "take" is one published in the Swedish language. Obviously, I asked her to bring one of the papers so that we might see a paper published in another language.

- (t) Is everything that is published in the newspaper true?
- (u) Is it wrong to read the funnies? (This question was asked with an affirmative intonation.)

*C. Activities*

## (1) Class

## (a) Planning for the excursion to the newspaper office.

## 1. The letter.

The class disposed of as many of the questions as it could. Those that we left unanswered we planned to ask the guide who would show us through the plant. (It had been found out previously that the class would be welcome at the newspaper plant any day during the visiting hours and that a guide would direct us.)

Some one in the class suggested that we might send a list of the questions we intended to ask because it would be fairer to the guide if he had an opportunity to prepare his answers.

As it progressed, the letter was expanded to include the date and approximate time of our arrival, the number in the party, and the list of questions.

The whole class wrote letters, the best was chosen and sent. The pupil whose letter was chosen became the representative of the class in this case, and, as such, signed his own name to the letter.



## 2. The reply.

The fact that the reply, which was received, used a form different from the one we had used, raised an interesting problem that was given to a small group to solve.

## (b) The trip.

## 1. Transportation.

All went on the street car because it was not possible to provide automobile transportation for the entire class. Two boys were selected to collect the street car fares and buy the special school children's tickets for the group.

## 2. Each child decided to be responsible for hearing at least the question he had asked answered and for remembering a number of things he saw.

## 3. The itinerary through the newspaper plant:

(a) The news room:— There we saw long tables for typewriters, circular tables for copy readers and headline writers, desks for the city editor, the news editor, the telegraph editor, the assignment book, and several telegraph messengers entering or leaving.

(b) Special rooms:— There we saw the places in which the managing

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editor, the society editors, the sports writers, the editorial writers, and the staff artists work. We also watched the automatic telegraphic machines recording the news over the leased wire service.

- (c) The library: There we saw previous issues of the papers bound and on file, the pictures on file in the morgue, and girls at work filing.
- (d) Bureau of accuracy and fair play: — There was nothing to be seen here but the purpose of the department was explained.
- (e) The display advertising department.
- (f) The composing room: — There we saw linotypes in operation, floor-men making up the pages of the paper, making mats, casting the mats in metal, making the forms curved to fit the cylinder presses, and the special machinery for printing colors and rotogravure. As a souvenir, each pupil was given a slug of metal made on the linotype.
- (g) The circulation and mailing departments.

(h) The want-advertisement and business department.

(c) After the excursion.

The next class period was given to summarizing the material we now had for answering the questions and to raising new problems.

The most significant question asked was this one: "What did printers do before they had linotypes?"

The class also prepared an exhibit of the linotype slugs and the style book which had been given them.

(2) Group

(a) Group A.

How was type set before they had linotypes?

This should bring out the story of the history of printing and the evolution of typesetting and printing machinery. Power-driven machinery of the earlier types may still be found in many small printing shops.

Reports on the following:

1. Gutenberg
2. Caxton
3. Franklin
4. Mergenthaler

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The solution to the problem will be attempted through

1. Reading
2. Collecting and exhibiting pictures of the old hand presses, the early type-setting machines, the first power presses, and the newest in rotary presses that seem to be able to do everything but deliver the paper to one's door. (Many of these pictures can be found in catalogues for printers' supplies, and some on linotypes, etc., can be secured from the Mergenthaler Company in Chicago.)
3. Making a collection of the hand type-setting materials. (A country editor friend will furnish such a collection for temporary use at least. Type of various point, stick, and rules would be sufficient.)
4. Recalling the excursion through the composing room.

(b) Group B.

Are the things printed in newspapers true?  
(Since it was more desirable to set up standards for independent judgment than to answer the question finally, no attempt was made to secure a final answer.)

Procedure in solving the problem.

1. Answering such questions as the following:

What are some of the best newspapers?

Why are they best?

To what policies are they pledged?

Does the newspaper reflect the policy?

Are modern newspapers better or worse than the old ones?

What do some of the old newspapers look like?

Are there other newspapers published in our city than the Tribune-Capital and the Register?

2. Studying a few of the newspapers conceded to be the best and comparing them with local papers.
3. Preparing exhibits of things we like to find in newspapers.
4. Getting some old copies of newspapers for study and exhibition. In our city it was possible to see a copy of the first newspaper published there. Along with many, many other old newspapers of the state, it is on file in the building of the State Historical Society. We also found an account telling of the difficulties encountered in publishing this first paper, the name of the first subscriber, who was a relative of one of the members of the class, which was written on an early anniversary of this pioneer journalistic venture.

## (c) Group C.

Is there more than one correct way to write a business letter?

## (d) Group D.

In what languages, other than English, are modern newspapers published? (This problem arose when the pupil previously referred to brought a copy of their Swedish paper.)

Solution to the problem will be attempted through :

1. Making a collection of newspapers printed in foreign languages.
2. Listing the European countries in which the following alphabets or modifications of them are found: Roman, German, Hebrew, Greek, Russian (Bulgarian, Serbian).
3. Making a similar list for the Asiatic countries in which the following alphabets are found: Chinese, Japanese, Turkish, Sanskrit (and Hindu), Syrian, Arabian.
4. Drawing the characters of some of these alphabets.

It so happened at the time the children were interested in alphabets that a Chinese acquaintance of mine consented to come to our room and show us how he wrote in Chinese, the writing materials he used, and the

vertical arrangement of the characters on the page. He was a university student and the secretary and bookkeeper to a local Chinese restaurant. The children saw his set of books as they were kept in Chinese.

(e) Group E.

Study of the universal Indian sign language.

(f) Publishing a class newspaper.

Many incidents from the previous problem solvings had been leading towards this activity, pushed and abetted by the teacher you may be sure. The work of the groups was not completed when the newspaper began, and we changed the personnel of the groups when it seemed advisable to do so. The questions which had bearing on the organizing or collecting of news remained problems and were solved, and those which seemed foreign were dropped. Later some of these were picked up again for stories for the paper.

The exhibits of Group B on sections of modern newspapers provided the wedge for stressing the necessity for having our publication conform to recognized standard or organization.

We decided arbitrarily to have a four-page

paper. (This organization was adhered to even when it was necessary to mimeograph our first editions on  $8 \times 11\frac{1}{2}$  paper.)

The organization of the class into groups, with each group responsible for a page in the paper, is planned to allow more pupil participation in the big jobs.

Groups A and B are organized into editors, reporters, and advertising solicitors and writers.

1. Group A — responsible for pages one and four.

Organization of page one :

On this page we will put the most important and most recent happenings.

A feature article will be given a prominent place on page one.

Organization of page four :

Less important happenings.

Display advertisements.

Classified advertisements.

This will be the overflow page.

2. Group B — responsible for page three.

Organization of page three :

Personal, social notes, announcements, and sports column of advertising written in brief paragraphs. (This is very remunerative because it is popular among the adver-



tisers as one type of advertising which will be read in a school paper.)

3. Group C — responsible for page two.  
(This can be a small group of superior talent in the class.)  
This page will include an editorial, literary contributions, and the fun column.
4. The editors from the above groups formed another group for the purpose of drafting and publishing a style book. It was not a book at all, but a statement of rules and regulations to aid in the preparation of copy, which was written on sheets of paper and hung on the bulletin board.
5. Questions which had to be answered in publishing the paper :
  - (a) Is there a correct way to write a news story?
  - (b) Is there a correct way to write a sports story?
  - (c) What is the difference between a news story and an editorial?
  - (d) Whose names shall appear as the staff?
  - (e) What name shall we choose for our paper?
  - (f) Shall we use banner headlines?
  - (g) What style headlines shall we use?

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- (h) How shall we know how many words to put into a headline?
- (i) What do volume and number mean?
- (j) Shall we use date lines?
- (k) How much shall we charge for advertising?
- (l) From whom shall we secure advertising?
- (m) Shall we accept advertising, from pupils, for which there will be no charge?
- (n) Will there be a limit to the amount of advertising carried in one issue?
- (o) Can we contribute stories to the pages of the other groups?
- (p) What shall we do if we know news which doesn't belong on our page?
- (q) Will we always have the present organization for the four pages?  
(In other words will sport stories always appear on page three?)
- (g) An assembly program -- a class activity worked out by groups.

After our paper had been appearing at spasmodic intervals in mimeograph form, enough interest had been aroused in the school to warrant our planning for having

the final issue of the year printed. We would engage in a subscription and an advertising campaign to raise the necessary funds. For this purpose we organized another group into the business department. This is one instance in which a school newspaper, for one issue at least, was out of the red. Our pleasure was so great over the success of the campaign that we decided to celebrate the delivery of the issue.

We planned an assembly. The story of the history of printing was depicted by a dramatization. The dramatization brought the story down to the present day. Here the climax of the day's significance was reached. At a critical moment newsboys burst into the auditorium screaming, "Wux-tra!" "Ex-tra!" and exchanged the subscription tags for papers, and thus brought the assembly to a close.

#### *D. Outcomes*

Knowledge of

- (1) How a metropolitan newspaper is published.
- (2) How to organize material for publication.

- (3) Practices and policies of better newspapers.
- (4) How to evaluate what one reads in the newspapers.
- (5) The newspapers which are conceded to be high class.
- (6) Organization of newspaper into departments or sections.
- (7) The fact that a metropolitan daily publishes more than one edition.
- (8) How a newspaper provides appeal to the class of readers it wishes to reach.
- (9) The kinds of workers engaged in publishing newspapers.
- (10) Some practices of newspapers designed to gain the good will of the readers.
- (11) That the subscription price alone never pays for the cost of publication.
- (12) Position taken by newspapers and magazines regarding "cheap" advertising.
- (13) Modern foreign alphabets, and our own.
- (14) The universal Indian sign language.
- (15) Contributions to printing and modern journalism.
- (16) Knowledge of the vocabulary of the newspaper office.

Appreciation of —

- (1) The significance of the invention and subsequent growth of the art of printing.
- (2) The fact that the best newspapers do make a great effort to be truthful and fair in presenting the news.

- (3) The power of the press (however trite that may sound).
- (4) Clean, impersonal fun.
- (5) The practical value of mastering the tools of expression.

Growth in ability to assume responsibility and to work in one's own group.

Skills and abilities —

(1) Composition.

- (a) Ability to write the several kinds of stories which appear in the newspaper.
- (b) Ability to write and sell advertising.
- (c) Ability to run the mimeograph.
- (d) Ability to handle money.
- (e) Ability to use the tools of oral and written expression.
- (f) Ability to summarize in writing headlines.
- (g) Skills.

- 1. Ways of varying sentence structure.
- 2. Grammatical constructions.
- 3. Writing a lead or a topic sentence.
- 4. Writing a unified and coherent paragraph.
- 5. Judging worth of contributions.
- 6. Learning to express opinion in editorials.
- 7. Putting "punch" into a story.
- 8. Expanding an apparently trivial incident into a worth-while story (feature writing).
- 9. Choosing the exact word.

10. Absolute accuracy in spelling.

11. Using punctuation and capitalization.

(2) Reading.

(a) Skill in reading to get information.

(b) Evaluating what is read in newspapers.

(c) Ability to interpret what is meant by volume, number, date lines, marks employed to indicate the number of the edition, etc.

(d) Ability to organize what is read.

(e) Ability to remember outstanding points of what one has read.

(f) Ability to follow printed directions.

#### *E. Other units of work*

(1) I should hope to stimulate enough interest and will to work to make the newspaper something like the proverbial river in that it might go on forever; and to go on with the idea of continuous growth and improvement, giving it a place as an institution of the school.

(2) A magazine publication.

(3) A short unit on the study of Chinese poetry.

(4) A social science unit based on modern alphabets.

#### SUMMARY OF CHAPTER THREE

Chapter Two closed with a brief outline on writing a simple unit of work. The present chapter presents three units of work devised by three very successful elementary teachers.

The first unit, "Ali Cogia," is a "pre-sketch," *i.e.*, an outline written in advance as a guide to the teacher in carrying out her unit of work. Necessarily it is tentative. In actual practice it is quite likely to be different in content from the present sketch as the teacher who writes in advance cannot foresee all the problems which will arise and she must be prepared to alter her plan of campaign from day to day as these new problems present themselves. The writer has limited her aims or "objectives" within a small compass, has "set the stage" skillfully by a variety of alternative approaches and has secured unity in her list of activities by tying them together into three journeys -- to Mecca, to Tyre, and to modern Arabia. Her list of hoped-for outcomes is modest and within reason. This unit should appeal to fourth-grade children particularly in southern California, where the desert is so accessible. The writer should have added a bibliography of the children's books available on this unit and a few "grown-up" books for the teacher's guidance. Supplemental reading material is a vitally important part of any unit of work and must not be ignored.

"Rubber" is not a pre-sketch but a final write-up of a unit of work carried to completion. As a result it is much more complete than the preceding unit, tells what actually took place rather than what might take place, and carries a brief "daily log." There are two excellent features in the launching of this unit (1) the very natural way in which the teacher helped the unit to arise out of the previous social studies program carried on by the class and (2) the elaborate preparation made

in advance by the teacher in collecting reading materials and visual aids. The long list of questions asked by the children is proof of their interest but it would have been well to reclassify them in preparation for group activities. The activities themselves were successfully grouped around three central ideas (1) a written story, (2) a pictorial story, and (3) a constructive story told by the sand table. The "daily log" which is given verbatim is interesting as it presents some of the unforeseen problems which the teacher was compelled to meet. The writer's list of actual outcomes is believable but should have been organized under the three-fold scheme suggested in the preceding chapter. It is unfortunate that the writer did not inventory the actual knowledge gained by the children as one of the results of the unit. Her bibliography is brief but helpful; it could have been improved by dividing it into (1) books for the children and (2) books for the teacher.

"A First Edition" is neither a pre-sketch nor a final rewriting but a mixture of both. As explained in the writer's "foreword" much of the material she presents is the product of an earlier unit of work carried out to completion. To this she has added new material with the hope of carrying out a somewhat expanded unit in an upper elementary grade. This accounts for the apparent confusion between past and future tenses in the list of activities. The listed objectives are simple and possible; the launching is especially good as it grew out of previous shared experiences; the list of activities is interesting as indicative of good group organization. The list of outcomes is expanded to a degree; it could be



shortened with profit. After all, one cannot hope to accomplish everything in a single unit of work. A bibliography could have been added with profit. An excellent point is the writer's intimation of possible future units of work arising from the present unit.

The teacher attempting a unit of work for the first time will do well if she keeps the pre-sketch short and simple. During the progress of the unit she should keep her "daily log" written up, should record changes in her original plan which prove to be necessary, and, finally, should rewrite the unit after completion both as a record of achievement and as a reference for future use. The three units of work presented in this chapter, while not perfect, illustrate many points which the teacher will meet as she experiments with new techniques.

## CHAPTER FOUR

### THE UNIT OF WORK AND THE DAILY PROGRAM

In the two preceding chapters the teacher has been given suggestive daily programs and has been introduced to units of work. The purpose of the present chapter is to show how these two factors are related. The reader will remember that the basic daily program for the middle grades appears as follows:

9-10 A.M.	Social studies
10-11 A.M.	Related reading and English expression
11-12 M.	Motor activities
	Noon
1-2 P.M.	Appreciations
2-3 P.M.	Skill and drills

At this point the teacher may ask, "Are these subjects in water-tight compartments or is there an interrelation between them? If I am working on a social studies unit is that unit confined to the first hour of the day or is there any reflection of it in the succeeding periods? How can I make my social studies unit contribute in part, at least, to the other subjects?" In order to answer these questions helpfully it will be worth while to clarify our ideas on subject-matter in the informal school.

**Social studies.** As has been said before, we mean by the social studies the study of man's attempts to live

happily and successfully in the group. Obviously this problem has been with us since the world began, in all times and in all places. Hence the social studies draw upon those fields of knowledge which are commonly known as geography, history, community life, and civics, but use them as sources, not as mere subject-matter materials to be taught for its own sake. In brief the human element is always to be stressed and connections made between the group-life apart from us in time or space and our modern life of today.

The problem in social studies therefore is three-fold :

1. How shall we, as a class, set up in our classroom and in our school a group-life which shall be successful and happy?
2. What problems has mankind met in attacking this problem in other times than the present?
3. What problems of readjustment have been met in other parts of the world than our own?

It has been pointed out that the social studies are the core of the curriculum in the informal school, not only because the life of the room itself is an experiment in the social studies field, but because of the richness of material which is available in books, magazines, and other forms of literature. The social studies give rise to at least two other major elementary school subjects as will be seen below.

**Reading.** If a fifth grade class is embarked on a study of South America with particular reference to rubber and coffee, one must read to know. Our social studies units of work give endless opportunity in and provide motives for research reading. For example, a class studying

Mexico recently read twenty-six books, either wholly or in part, which related to Mexican life. Another class, studying Greek life, read thoroughly five books and used thirty-three others for occasional reference during the progress of the unit. The point here is that under the informal program the child not only reads *more* as measured in pages but *more extensively* and above all does so because he feels a need which research reading will satisfy. So much for the first aspect of reading.

The teacher in the informal school is alert to the reading abilities of her pupils because reading is the skill which unlocks most doors. A class of fifth grade children having third grade ability in reading presents a problem. The teacher has to discover material mature enough to hold the interest of her pupils and simple enough to be within their powers. All teachers will have a certain amount of drill reading to be covered — exercises in increasing rate, increasing vocabulary, increasing comprehension, ability to gain the central thought of a paragraph, ability to note details, etc. For this purpose the class should be provided with one or two sets of work-type readers which offer materials carefully selected to meet these needs.

The third type of reading is reading for fun, for appreciation, for the cultivation of taste. Very little actual teaching should be done in this type of appreciative reading but very careful guidance is necessary. Great care should be taken to see that the library table is equipped with pleasure reading of a high type and that children who have not learned to read "just for fun" shall be gently and slowly led into the acquisition of a

habit which will give them unbounded pleasure in future years.

To sum up: the informal program makes possible three types of reading

1. Research reading
2. Skill reading
3. Appreciation reading

**English expression.** The informal program affords numerous opportunities and strong motives for the use of the mother tongue. These are typical instances:

1. Stating one's plans for the day, *i.e.*, "I am going to paint the roof of Little Black Sambo's house."
2. Reporting on work accomplished
3. Stating a problem, *i.e.*, "How shall I make the chimney on our house stand straight?"
4. Explaining a plan, *i.e.*, "This is the way we make composition material for modeling in papier mâché," etc.
5. Composing a reading lesson
6. Composing the daily magazine
7. Telling a story
8. Describing the occupations of the class to an interested visitor
9. Keeping a diary
10. Making booklets of pictures with descriptive text
11. Composing poetry
12. Composing the words for a song
13. Making signs for exhibits
14. Presiding over a class conference
15. Writing to business houses for materials
16. Holding an auditorium program
17. Editing a class or school newspaper

Here again the division is two-fold: the teacher must provide many opportunities for free expression in speech and in writing and also provide specific drill periods in those phases of English which demand constant practice. It will help the teacher materially to remember that, after all, the elementary school sets up a single objective in all English teaching and that is:

The purpose of English expression is to train children to organize a few simple ideas around a central thought and express them readily and accurately either verbally or in writing.

Just as a good work-type reader has its proper place in the informal school for its skill exercises, so a good English text has its value in providing drill in essential language habits.

**Arithmetic.** Some advocates of the informal program have attempted to treat arithmetic as a content subject, *i.e.*, use it as the basis of a unit of work as one does the social studies, reading, and English. It is the opinion of the writer, after several years of experimentation, that it is far better to keep arithmetic in its proper place as a skill-and-drill subject and teach it very frankly as such. This does not mean that one should not stress the informational value of arithmetic or fail to connect it as far as possible with the immediate needs and interests of the children, but it does mean that it is folly to expect in arithmetic the richness, fullness, and cultural value of a good unit in the social studies.

It is quite probable that far too much time is given to arithmetic in most American schools, that most of it has little connection with the daily needs of the children and

that the subject is begun too early in the grades for many pupils. It is quite probable that the next few years will see the teaching of formal arithmetic confined to the upper and middle grades and that the materials on which the subject will be based will be found in accurately devised workbooks, the children using the actual text only for reference.

In the meantime the teacher should not exceed thirty minutes per day in the middle grades for the teaching of arithmetic, should excuse her children from attempting the impossible problems which are still found in even the best texts, should check her teaching by frequent tests, and encourage her pupils to keep graphs on their daily progress.

**The "special" subjects.** We have spoken briefly of the three related major subjects — social studies, reading, and English expression — and of arithmetic as a more or less isolated skill-and-drill subject. Where a skill-and-drill period is set aside each day as indicated on our suggested daily programs there seems to be no reason for allotting a special place on the program to penmanship and spelling. The informal program gives ample opportunity for both skills and the sensible teacher will take as much time in her skill-and-drill hour as is needed to drill on specific weaknesses.

This leaves a number of conventional school subjects which should be considered as "specials" in the sense that they are best taught by persons having specific training. Art, music, nature study, and physical education require expert teaching to be effective and the average classroom teacher with the conventional academic back-

ground can hardly be expected to do as well as the expert. Nevertheless, the art, music, nature study, and physical education teachers can be of great assistance to the home-room teacher who is engaged in carrying out a series of units of work. Some form of art is a necessary accompaniment to nearly all social studies units; and music, dramatization, and dancing are almost as essential. Many units have their roots in the natural world all about us and the teacher of nature study or general science can give us expert advice and assistance.

This leaves the more highly specialized forms of manual activities to be carried on with only occasional reference to the units originating in the classroom — manual education, home economics, agriculture, and industrial arts. Nevertheless there is a definite trend toward closer correlation even here and the gap between the specialist and the classroom teacher is rapidly decreasing.

**Citizenship.** There is no place on the informal program for either citizenship or morals and manners. One cannot learn to be moral every Tuesday at 9 : 15 A.M. or mannerly every Thursday at 2 P.M. The informal program sets as the goal of the New Education "the best type of living by the highest type of person" and morals, manners, and good citizenship in the best sense of the word are goals not to be forgotten in any minute of the day.

**Integration.** How far, then, does a given unit of work integrate subjects and subject-matter in the teacher's daily program? Let us assume that a sixth grade class is carrying out a unit of work on the Age of chivalry. A possible interrelation which may take place is indicated below.



Hour	Program Subject	Content
9-10 A.M.	Social studies	Conference to plan the group activities of the hour; discussion of new material; discovery of interesting books or visual aids relating to the unit, various group activities carried on by members of the class followed by clean up and brief conference to evaluate results.
10-11 A.M.	Reading and English	Research reading in many books on the Age of chivalry; oral and written reports, or debates on various phases of the unit in hand.
11-12 M.	Motor activities	Making swords, arrows, and spears in the wood shop and costumes in the sewing room for a medieval pageant or dramatizing an episode as part of the physical education program. Correlation here should be natural and not forced. Often the motor activities may develop along entirely different lines than those suggested by the unit of work.
1-2 P.M.	Appreciations	As part of the hour's work a miracle play may be described by the teacher, a ballad may be sung, or pictures studied which illustrate medieval life. Perhaps only a part of the hour may be given to interrelation.

Hour	Program Subject	Content
2-3 P.M.	Skills and drills	One of the research groups, which has had difficulty in reading, works with the teacher to increase the rate of silent reading, using a good work-type reader for the purpose; another group, which has had trouble with correct usage in their conference period, is working on language forms using good practice material. Another group is using arithmetic work books on material which has no connection with the unit in hand.

The point to be observed here is that a rich unit of work will permeate a large part of the child's school day. Great care should be taken by the teacher not to drag in an enforced correlation where correlation and integration do not exist. It is not necessary or desirable to compel reference to the current unit of work at all hours during the school day but the teacher may be confident that it will, of its own accord, influence the greater part of the daily program in a perfectly natural way.

#### SUMMARY OF CHAPTER FOUR

A good unit of work in the social studies will necessitate related reading and English expression; in addition the "Skills and drills" period will probably reflect the unit in hand through the more formal aspects of reading and English whenever pupils and teacher recognize the need

for improvement in techniques. Often it is both possible and desirable to take up in the "Appreciations" period some phase of the current unit in art, music, or rhythmic expression. Such constructive work as may be needed to make vivid a given unit will often receive attention in the Shop or "Motor Activities" hour. Integration should come naturally; enforced correlation results in artificiality. In the main it is wise to treat arithmetic as a skill subject unrelated to the current unit of work.

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## CHAPTER FIVE

### THE TEACHER AT WORK IN THE NEW SCHOOL

Very often an intelligent teacher will say, "I have the theory of the new school well in mind but what does the teacher in the new school really *do*?"

During spring recently the writer visited twenty-two teachers who were engaged in the informal program, observed each class for a period of one to one and one-half hours, and has reported in the following case studies what he found. In each instance the class was visited during the first morning period, not only to observe the work in social studies but as well to observe the modern teacher's equivalent for what used to be known as "opening exercises." Each teacher visited is rated "superior" both by principal and by the writer. At the end of each case reported, an evaluation is given which contains the strong points of the situation as the observer saw them and certain problems which were later used as bases of discussion with the teacher concerned. It is quite obvious that not all the teaching reported is of equal merit; it is equally obvious that occasionally the fine teacher reported could have improved her conduct of the situation. Nevertheless, it is believed that a careful reading of the case studies will help to answer the question at the beginning of this chapter.

## CASE ONE

## Transition (First Grade)

*The Background.* This is a transition class in a foreign school. Nearly all the children are Mexicans, one of the remainder is a Japanese, one is German, and one Syrian. Some of these children are "graduates" from the kindergarten, others from the Little Br<sup>1</sup> class and the remainder have entered either direct from the home or by transfer from other schools. The teacher reports that ten of the present class have had sufficient reading experience with her to make strong Br pupils, an equal number have had some reading experience and will make fairly good Br's, and a number who have had little or no reading experience are advanced enough socially to warrant a trial in a Br class. She reports further that continued observation is necessary to determine reading-readiness. Some children evidence it early in the term, others much later and a few not at all.

No test data on these children are available. It appears that children have been assigned on the judgment of preceding teachers only. The teacher thinks that in the main the children sent to her are of the transition type and were correctly assigned.

*Daily Program*

9 : 00-9 : 10 A.M.	Health inspection — Greetings
9 : 10-9 : 45 A.M.	Activities
9 : 45-10 : 00 A.M.	Conference on work done

<sup>1</sup> A class of non-English speaking children who are taught English until they acquire a working vocabulary.

	Recess
10 : 10-11 : 00 A.M.	Reading and language groups
	Recess
11 : 10-11 : 35 A.M.	Language group
	Clean up
11 : 35-12 : 00 M.	Physical education
	Noon
1 : 00-2 : 00 P.M.	Music, writing, stories, dramatization, etc.

*The Room.* This is a conventional classroom of standard size, seated with tables and chairs; two blocks of five tables each are near the window, two blocks of two tables each, and a block of three tables are near the inner blackboard. These accommodate thirty-four to thirty-six children. In the center of the front blackboard is a stage about 8'  $\times$  8' which has been constructed by laying a light wooden platform on top of several yard benches and boxes. Light frames about ten feet in height have been placed at either side and the back of the stage, and covered with wrapping paper. The resulting panels have been painted with calcimine to serve as stage scenery — a sloping hillside, trees, and the figures of children. In one of the front corners of the room is a doll-corner equipped with simple furniture made by the children. Next in order are (1) an easel (2) a materials table (3) a second easel (4) a workbench equipped with simple tools and a supply of light wood and (5) a second materials table. Against the inner blackboard are three more materials tables. The long side board is covered with burlap on which are mounted children's drawings, number

charts, and reading charts. Additional reading charts and pictures are mounted on the rear board. In the open space near the rear blackboard is a circle of primary chairs used for the conference period and reading groups. Additional drawings by the children are mounted on the front board on either side of the stage. Fresh flowers have been placed on a table in one corner of the room. The teacher's desk is in the cloakroom. A tall rack for spools of jute completes the equipment of the room.

The reading charts on the wall are closely connected with the immediate interests of the children. One reads:

The boys are making a stage.  
Tony is making steps for the stage.  
The girls are making pictures for the stage.  
They are making flowers too.  
Joe is making a ticket window.  
We will have tickets for our show.

Another chart reads:

We dug in our garden.  
We found worms.  
We raked our garden.  
Then we planted radish seeds.  
We planted three rows.

Another chart refers to The Whole Duty of Man as seen in this room:

Our Manners  
We try  
to speak English  
to work quietly

to keep our room clean  
to help one another  
to walk downstairs  
to be dependable

*Books.* Since this is a transition class in which reading is incidental, the book equipment is necessarily small.

The following titles are available in sets :

Coleman — *My First Book* (pre-primer)

White and Hanthorn — *Boys and Girls at School*  
(primer)

Mackey — *An Easy Reading Book* (pre-primer)

Smith — *The Easy Road to Reading* (primer)

Freeman — *Terry and Billy* (primer)

In addition there are a number of large picture books which are easily accessible to the children on a table in the front of the room.

9 : 00 A.M. The children entered the room and seated themselves in the circle of chairs in the rear of the room. The teacher sat with them in the center of the ring and called the roll, " Good morning, Carlos," " Good morning, Armando," etc. and each child responded " Good morning, Miss ——" The teacher complimented the children who answered distinctly and audibly and inquired after absentees. A boy had brought a lovely bouquet of flowers from home and was thanked by the teacher. The children were asked to show their clean hands, and after inspection sang " This Is The Way We Wash Our Hands." The teacher's attitude was one of positive encouragement and appreciation throughout rather than of criticism. A brief check up was made as to each child's duty during the



informal period to follow, and the teacher assured herself that each knew exactly what he was to do. The girls were dismissed first and the teacher held a second brief conference with the boys who are doing the heavy constructive work of the class.

9 : 10 A.M. The children were dismissed to their several groups. Inspection showed the following distribution :

- (1) 2 boys were doing construction work on the stage.
- (2) A boy was painting scenery.
- (3) A girl was "reading" quietly, *i.e.*, looking over picture books.
- (4) 12 girls were sewing on costumes for the play.
- (5) 2 boys were painting wooden objects they had made.
- (6) 11 boys were working around the carpenter's bench on furniture, carts, etc.
- (7) A girl was painting at one of the easels.
- (8) A girl was making a jumping rope of jute.

The teacher moved around the room giving help where needed. The children stayed with their respective groups very well and there was little lost motion or wasted time. Two of the boys left their first assignment to sew with the girls.

9 : 45 A.M. Clean up. This was done chiefly by a few children who made a good job of it. After clean up, the children met in the conference group to report on work accomplished since the opening of the morning session. Several of the objects were brought to class

and discussed. The teacher's attitude throughout was one of encouragement and appreciation.

Recess.

10 : 10 A.M. Most of the children went to work without direction on large number charts involving the use of colored crayola. A few children went voluntarily in a group to a reading chart and began reading orally to each other while the teacher was engaged elsewhere. Apparently these children are keenly interested in reading and enjoy their new found ability. When all seat work had been assigned, the teacher took the reading group who read and discussed the reading charts on the rear board. As several of these referred to colored pictures mounted on the charts, a good deal of oral English expression was made possible in commenting on the pictures.

Evaluation. This is a very superior teacher with great personal charm, poise, sympathy for children, and marked success in teaching. She has a clear understanding of the informal program as applied to a transition class and is especially successful in beginning reading contacts with her pupils at the point when reading-readiness actually begins, a secret which most transition teachers have yet to learn.

Questions: (1) Should not there be a systematic testing program devised as a basis for selection of transition children in this school? Why are no test data available? (2) Is emphasis placed on good articulation at *all* times, not just once in a while? (3) Is good conduct in the widest sense always stressed? Are definitely anti-social

acts checked? (4) Is it fair to place the "clean up" on one or two children instead of upon the whole group?

It should be made clear that these and other questions which follow are not veiled criticisms. They merely represent problems on which the observer needed more information. They serve as starting points for discussion.

#### CASE TWO

##### Regular B<sub>1</sub> (Low first grade)

*The Background.* This is a B<sub>1</sub> class consisting of thirty-one Mexican and three American children. Of these, two have come direct from kindergarten, eight from a Little B<sub>1</sub> class, four are new to the school, and the remaining twenty are "graduates" of a Transition B<sub>1</sub> class. The class as a whole is a difficult one, the median Intelligence Quotient being 88 and the median Intelligence Grade-placement being .7 (upper kindergarten level rather than B<sub>1</sub>). The majority of the children come from very poor homes with a background of considerable poverty and few social advantages.

##### *Daily Program*

9 : 00-9 : 45 A.M.	Social studies (activities)
9 : 45-10 : 00 A.M.	Conference
	Recess
10 : 10 A.M.-12 : 00 M.	Reading, number and related seat work
	Noon
1 : 00-1 : 15 P.M.	Music
1 : 15-1 : 40 P.M.	Miscellaneous occupations
1 : 40-2 : 00 P.M.	Physical education

*The Room.* This is seated with tables and chairs in blocks of four or five tables to a block. There are four such blocks accommodating thirty-four children. On the long side of the room next the windows are two materials tables and a workbench equipped with a few simple tools. In one of the front corners of the room Little Black Sambo's house is in process of construction against a background of tropical scenery painted in calcimine on large sheets of Manila paper running from the top of the blackboard to the floor.

Over the front blackboard are placed a few colored prints and under these a number of crayola drawings of Little Black Sambo made by the children. On a table under the front board is a miniature table surrounded by chairs occupied at present by Little Black Sambo and his mother in the form of simple dolls made by the children. Reading charts occupy the space over the blackboard on the inner long side of the room. The rear boards which are covered by cork linoleum and burlap display attractive colored prints and a chart consisting of several pages of which the first page reads:—

Little Black Sambo

We will make

Black Sambo  
Black Mumbo  
Black Jumbo  
A house  
Four tigers  
Palm trees  
Four chairs  
A table — etc.

(Opposite each line are written  
the names of the children re-  
sponsible for each item in the  
list.)

An easel, a low davenport, and a linoleum covered work-table complete the equipment of the room. Mention should be made of a chart mounted on the front board which reads :

### How We Try to Be Good Citizens

We try to be dependable.  
We do not tell on others.  
We tell on ourselves.  
We talk English.  
We walk in the hall.

The teacher's desk is located in a corner of the cloak-room. Fresh flowers had been placed on three of the four table blocks.

9 : 00 A.M. The teacher sat in the open space at the rear of the room while the children seated themselves on the floor. The teacher called the roll by saying " Good morning Alfonso," " Good morning Arthur," " Good morning Armando," etc. and each child replied in turn, " Good morning Miss \_\_\_\_." The teacher complimented the children who answered clearly and distinctly. The children were then asked to show their handkerchiefs and each child who had brought one received a gold star on the board opposite his name. This was followed by the Flag Salute. The children were then asked, " How many of you know exactly what you are going to do this morning? " All the children who knew definitely were allowed to go to work while the teacher decided with those who were left what could be done by them.

9 : 10 A.M. The occupations of the children at work were seen to be as follows :

- (1) 2 children were looking over books on one of the materials tables.
- (2) 5 children were drawing animals on paper to be colored and cut out.
- (3) 9 children were sewing on patterns to be made into cloth animals.
- (4) 4 children were painting the tropical scenery behind Black Sambo's home.
- (5) 7 boys were constructing Black Sambo's house. This stands about four feet high and is being made of sheets of old blackboard braced by laths and covered by Manila paper.
- (6) 2 girls were weaving a large jute rug presumably for Black Sambo's house.
- (7) 2 boys were cutting palm leaves from paper previously painted green.
- (8) 3 boys were mixing paint.

These groups varied in personnel slightly from time to time. In the main each child stayed with the group of his choice throughout the entire period but a few children shifted from one group to another. The teacher moved from group to group, giving help where needed. While the children talked freely to each other and to the teacher there was no unnecessary noise or lost motion. The construction involved on Black Sambo's house was so simple that noise from hammering and sawing was reduced to a minimum.

One form of seat work used by the children who chose

to work at other seats involved simple reading. This was a large sheet of newspaper on which had been mimeographed nine squares and at the bottom of each square the phrases — Black Sambo, Black Mumbo, Black Jumbo, a tiger, a palm tree, a red coat, blue trousers, purple shoes, and green umbrella. In each square the children drew the appropriate picture, using crayola.

Not every child worked continuously through the period. Occasionally a child stopped his work to walk around and watch the other groups and then returned to his own task. This seems a perfectly permissible procedure as there was no disposition to abuse the privilege.

Several interesting problems of construction arose in making the house — how to cut doors and windows, how to hang the door, how to make and place a chimney, how to brace the walls, etc. In the main the boys solved their own problems with only occasional help from the teacher.

9 : 50 A.M. Construction work stopped and the children seated themselves again on the floor around the teacher for conference. The teacher asked the boys, working on the house, to pull the house along the floor close to the group and explain what they had accomplished. The teacher complimented the boys on their morning's work. A number of children were then asked to tell what each had worked on during the preceding period, problems met and solved and amount accomplished. The teacher had a record book on her lap and made notes as part of her daily "check-up." The children

showed especial interest in the report of the group working on scenery and the class discussed briefly the work of the "artists" in evident appreciation. One of the girls showed a tiger she had made of cloth from a pattern and stuffed.

10 : 00 A.M. Recess.

10 : 10 A.M. The conference which had been interrupted by recess was concluded. The immediate problem under discussion was how to arrange the palm leaves on the two trees being constructed so as to make the palms "stick out" rather than droop and lie flat against the trunk. The conference ended with checking to see that each child knew what he was to do next morning.

10 : 20 A.M. Seat work (mimeographed sheets involving reading and number to be colored) was assigned to two of the three reading groups. The third group brought their chairs around the teacher for a reading lesson, using the pre-primer *Toots in School*—Baker and Baker (Bobbs-Merrill). The teacher handled this through the discussion method and the children responded promptly and with enjoyment of the material contained in the reader.

**Evaluation.** There is one outstanding feature to this situation and that is that this very superior teacher is attacking an almost impossible situation successfully and is actually teaching reading, and many other things, to children theoretically incapable of being taught these things at their present mental level. Wholesome living habits, rather than wholesome living, as a subject, are



being stressed. These children are learning to live happily and successfully in their group with a minimum of friction. The teacher is using her activity as means-to-an-end and is drawing from it considerable reading, many desirable social habits and the development of a number of motor skills. The good order and good spirit in the room reflect the poise and dignity of the teacher herself rather than being consciously taught as a moral duty. The teacher's careful check-up of *each* child's progress in the activity is as excellent as it is rare.

Questions: (1) Is it wise to attempt a B<sub>1</sub> program with this class of less than B<sub>1</sub> ability? Would it not be wise to cut the loss and call it a transition B<sub>1</sub> (which it actually is) and attempt only such reading as the children's ability permits? The teacher is doing an excellent piece of work in the face of many difficulties but she should not be asked to cover the regular B<sub>1</sub> assignment. (2) Should not the "clean up" period be emphasized to a greater extent at the end of the construction period? If a child begins to sweep around the workbench, should he not be required to make a good job of it? (3) If the teacher calls the group to conference when it is greatly interested in its present task, should the children not be trained to come promptly?

### CASE THREE

#### Regular B<sub>1</sub> (Low first grade)

*The Background.* This is a regular B<sub>1</sub> class in a neighborhood (foreign) school. There are four American children, one negro and twenty-seven Mexican and

Italian children. The Intelligence Quotient range is from 99 to 73 and the results from a recent Detroit First Grade test are as follows :

.1 to .9	(Kinder-	1.0 to 1.9	(First	2.0 to 2.9	(Second
20	garten)	10	Grade)	2	Grade)
Total 32 Median .8					

The teacher's daily program is described on pp. 23-26.

*The Room.* It is seated with tables and chairs in five blocks, three of these having three tables to a block, two having four tables. Two low cupboards set at right angles in one of the front corners of the room enclose a library corner containing a primary table, two chairs, two low settees made by the children, and a few picture books. On the walls behind this nook are reading charts. The enclosed cupboards contain working materials for the room. The teacher's desk is in front of the room, next it a large reading chart, and below a materials table. Under the clock a part of the floor, about six feet square, has been enclosed by a low picket fence to enclose a "farm" the basis of which is a layer of real soil brought in from the yard, and on this are a farm house, a barn, and a duck pond. A few chicken coops and pet hutches are just outside the fence. In the rear of the room is another materials table and in one corner of the room a "doll corner" equipped with beds, a low round table, and two settees made by the children, the whole partly enclosed by a low screen. Under the windows are a materials table and a simple workbench. Various reading charts hang on the wall and on the cork strips over the blackboards are a few colored prints.

*Books and Reading Materials.* The book equipment of the room includes the following titles in sets of 5 to 15 copies :

Baker and Baker — *Toots in School* (pre-primer)

Hardy — *Sally and Billy* (pre-primer)

Coleman — *My First Book* (pre-primer)

The Laidlaw Readers — *Primer*

State Series Primer — *Terry and Billy*

To supplement these books the teacher has provided a wealth of supplemental material, the following types being noticed :

- (1) A series of reading cards,  $9'' \times 12''$ , based on the room activity

Loreto said,  
"I am the farmer.  
I will take  
the apples to market."

Esperanza is  
the farmer's girl.  
She has a little  
white rabbit. etc.

- (2) A set of phrase cards  $4\frac{1}{2}'' \times 12''$

go home  
did not  
ran home etc. (one phrase to a card)

- (3) A set of sentence cards  $4\frac{1}{2}'' \times 12''$

I like to play.  
Here is Billy.  
I am Jack, etc. (one sentence to a card)

- (4) A wall magazine on large sheets of bogus paper.

Loreto brought  
some fish to school.  
They are little fish.  
They can swim. etc.

- (5) "Little dictionaries" in Manila pockets consisting of single words used in the pre-primer stories printed on sheets  $4\frac{1}{2}'' \times 6''$ .

9 : 00 A.M. Since there is a yard assembly each morning in this school the teacher omitted the Flag Salute which is performed at the assembly by the entire school. The teacher led in singing a "Good Morning" song; called the roll, each child answering "Here I am"; and asked the children to help her count those present "1," "2," "3," etc. up to "32." The children were then asked if they knew just what to do during the ensuing period and were dismissed to go to their working groups.

9 : 10 A.M. The distribution of group activities was as follows :

- (1) 2 girls were playing in the doll corner
- (2) 4 girls were making aprons, table cloths, and napkins
- (3) 2 girls were "reading" in the library corner
- (4) 12 boys were working on the farm buildings
- (5) 3 girls were making cloth animals for the farm
- (6) 9 children were working on seat reading materials involving drawing to directions

The children in these groups worked steadily with occasional changes from one group to another and

occasional "rest periods" when a child would stop his work and watch other groups.

9 : 35 A.M. The teacher called the class to order for a moment to ask for help on a problem. The children gathered around the farm where a boy was making a fish pond using clay as his material. The teacher said, "Joe wants some help. What shall he do?" The children saw that his fish pond was too shallow and placed on a slope instead of level ground and Joe was told by the class how the problem could be solved. The children then returned to their respective groups.

9 : 50 A.M. The teacher commented on the fact that the "clean-up" had not been very well done by a few children. The class brought its chairs to the front of the room around the teacher for conference. The children were anxious to report on what they had been doing, the following being typical statements:

I was taking care of the children in the doll corner.

I am making an apron.

I am making a coop for the chickens.

I am making a picture of the farmer milking his cow.

10 : 00 A.M. Recess.

10 : 10 A.M. Assignment of seat work to two of the three groups in the room. The teacher called the groups to her and held up a chart

Make one little girl.

Make two little girls.

Make three little girls.

The children read the charts, paying especial attention to "one," "two," and "three"; were given large

sheets of newspaper and allowed to draw with crayola, the teacher's chart being posted on the wall for reference.

The reading group (group three) read to the teacher from the Laidlaw Primer, paying especial attention to individual words commonly used in the daily work of the room.

**Evaluation.** There are many fine things in this situation, the cheery, optimistic, well-poised, and systematic teacher being at the bottom of most of them. Specifically, the strong points are (1) a good daily program which assumes responsibility for the teaching of the course of study requirements; (2) a very definite "hook-up" of the farm activity with the reading skills which are being developed; (3) an activity which is seen as means-to-end as a source of materials for reading, English expression, and desirable social habits; (4) an activity which is prized for its utility rather than its appearance and which is modified from time to time as the children's interests vary; (5) a variety of good reading material, original with the teacher, to preserve the interest and attention of the children; and (6) a happy working atmosphere without unnecessary noise or confusion.

It is difficult to find debatable points in the procedures noted but these may be mentioned as problems worth consideration: (1) If a "clean up" period is observed, should not the teacher insist that the children make a good job of the process? Is not something more involved than merely a clean room, *i.e.*, the forming of habits of neatness, ability to follow directions, and a

sense of accomplishment? (2) Is it possible to devise any scheme whereby seat groups will be kept continuously and quietly at work? (3) Is not the decoration of a room a major activity which warrants the most careful thought of the teacher?

## CASE FOUR

## A1 (High first grade)

*The Background.* This is an A1 class of American children from fairly good middle-class homes. There are a few children of foreign parentage. Reading-comprehension grade-placements for the mid-year (January) are as follows:

	1.0	2.0	3.0
(1.8)	2	2.2	3.1
(1.7)	1		
(1.6)	5		
(1.5)	9		
(1.4)	15		
(1.3)	2		
(1.2)	1		

Total 37      Median 1.5

The intelligence quotients range from 81 to 135.

*Daily Program*

9 : 00-10 : 00 A.M.	Activities
	Checking
	Recess
10 : 10-11 : 00 A.M.	Group reading
	Various seat activities
	Recess

- 11 : 10-12 : 00 M.      Group reading  
                                Various seat activities  
                                Noon
- 1 : 00-2 : 00 P.M.      Miscellaneous occupations—  
                                music, art, language, writ-  
                                ing, number work, etc.  
                                either related to the activ-  
                                ities of the room or as  
                                formal drill subjects.

*The Room.* This is seated with tables and chairs arranged in three blocks, six tables to a block, one parallel to and near the rear board, one parallel to and near the front board and a third block in the center of the room parallel to the windows. In the front corner of the room next the windows a barn is in process of construction. This is about six feet high, made on a simple frame of light wood, covered with sheets of beaver board and rising to a peaked roof. It is being painted a bright red. In the other front corner next the door is a low bookcase painted green filled with supplemental books. A magazine rack near by contains number charts printed with the price-and-sign marker on large sheets of cardboard. The teacher's chair is located near the long side wall and has in front a semi-circle of chairs for the reading circle. Near the circle is a simple wooden frame painted a Chinese red on which hangs a series of home-made charts based on the farm activity which is being carried on in the room. Other similar charts hang on the side wall. On the rear end of the side wall is a library table with seven chairs equipped with attractive burlap "backs." In



the rear of the room is a table holding a goldfish bowl and near by another chart on farm life mounted on a home-made standard painted green. The rear board is covered with cork linoleum and carries a sign, "Things We Make." Mounted on this board are dolls, cardboard toys, and drawings made by the children. A materials table, an easel, a trough containing reading and number seat work together with a chicken coop for the "farm" complete the equipment in the rear of the room.

Under the windows, starting from the rear of the room, are (1) teacher's desk, (2) a bird house, (3) a rabbit hutch, (4) a wheelbarrow, (5) a large orange tree nearly seven feet high constructed of wood, wire, cardboard, and paper, and (6) a pony about three feet high made of wood, brown paper, and jute for mane and tail. A chart just underneath the table on which the pony stands says:

I am old Dan.  
I live on the farm.  
I give rides to boys and girls.

A similar chart explains the wheelbarrow:

Harry made this wheelbarrow.  
He painted it too.  
It is for the farmer.

And for the bird house:

Mathias made this bird house.  
It is for the farm.  
The birds like it.

Mounted on the teacher's desk is a large chart, "Farm Life," which is the basis of a reading game for

which reading materials have been made based on the room activity. Over the front, side, and rear boards are attractive posters illustrating farm life.

The cloakroom is used for the storage of materials and is equipped with a small workbench.

*Books.* The book equipment for the room consists of sets of the following in 5 to 20 copies each :

Nida — *Our Pets*

Hardy — *Sally and Billy* (pre-primer)

Hardy — *The Little Book* (pre-primer)

*Elson Primer* (old)

Freeman — *Child Story Reader* (primer)

In addition there are many miscellaneous titles for the library table.

9 : 00 A.M. The teacher marked her attendance at the dictation of a pupil monitor and then led in the flag salute and the singing of America. Without further direction the children went to their several occupations which were noted as follows :

- (1) 3 children were painting the barn
- (2) 2 boys were making a miniature farm-yard with blocks and toy animals on a grass mat under the windows
- (3) a boy was painting the rabbit house
- (4) a boy was drawing at the easel
- (5) 8 girls were making aprons, caps, and costumes for the farmer's wife and daughters
- (6) 10 girls were making toy animals out of stiff paper
- (7) a boy was reading at the library table
- (8) 8 boys were working in the school yard just under

the windows, making various articles of farm equipment, one of them being an interesting windmill

The children were very active, interested, and orderly and worked steadily at their several tasks without waste time or motion. The teacher moved from group to group, giving help where needed. A great deal of freedom was allowed the children in talking with one another, moving about the room, and occasionally in changing groups but at no time was there noise or confusion or disputes over materials or the use of tools, brushes, etc.

9 : 50 A.M. Work was put away and the room cleaned up, no small task considering the variety of occupations being carried on. This was very well done. The teacher insisted upon a high standard of neatness and good order, but accomplished this quietly and in a kindly manner.

10 : 00 A.M. Recess.

10 : 10 A.M. Seat groups worked on various occupations, principally number work and writing, while a reading group formed in the semi-circle around the teacher. Ralph has made a chicken coop and a chart has been made for him which the children read as follows :

Ralph made a chicken coop.  
Elden painted it orange.  
It is for the little chickens.  
They like it.

The problem before the class was the composing of a similar sign to go on the rabbit house. The

teacher called the attention of the class to the fact that the word "made" had been overworked in previous signs — "So-and-so made this," "So-and-so made that," etc. and it would be a welcome change to start the sign with some other word. A child proposed

This is a rabbit house.

a suggestion which the class approved. Other children suggested these additional sentences:

The rabbits like it.

The rabbits live in it.

and the teacher wrote the story on the board as dictated by the children. The complete story as accepted was as follows:

This is a rabbit house.

The rabbits like it.

The rabbits live in it.

The rabbits eat green grass and carrots.

By raising questions the teacher managed to secure a good deal of re-reading to ensure repetition without loss of interest.

**Evaluation.** It is difficult to appraise any schoolroom situation wholly apart from the personality of the teacher. This is especially true in a primary room where children at the imitative stage reflect so readily and accurately the traits of the teacher who presides over the room. The teacher is an exceptional teacher and her poise, dignity, sense of humor, and very evident understanding of little children have worked to create an admirable schoolroom environment. Specifically, the strong points are (1) the teacher has shown great

ingenuity in accommodating nearly forty children, and the materials and equipment necessary to an activity program, to a "standard" classroom hopelessly inadequate in point of size; the room is crowded, indeed, but things have been carefully fitted in so that there is no sense of confusion; (2) the room is most attractive and care has been taken not to overdecorate it; (3) the Farm Life unit on which the children are working is well chosen — it is close to the interests of the children, is rich in occupations of various kinds, and is the source of many valuable schoolroom skills, especially vocabulary building and English expression; (4) the daily program is simple yet flexible; (5) the social habits, being developed, are excellent; and (6) the academic outcomes are extremely good.

Some problems to be considered: (1) Why is there no morning "conference period" at nine o'clock, either for the exchange of ideas and experiences or for definite planning of the day's work? Is this cared for during the last hour of the day instead? (2) Is not the book equipment inadequate? Could not the old primers be replaced by newer and more attractive books? (3) Could not the copying of seat number work from the board be replaced by some other device not so hard upon the eyes of the children?

#### CASE FIVE

##### A2 (High second grade)

*The Background.* The class consists of forty A2 children, nearly all of Jewish birth. They are bright, alert, full of enthusiasm, and possess great self-confidence. The

counselor's cards on this class show the following grade-placement data on reading comprehension which are probably closely paralleled by intelligence ratings :

2.0 (B <sub>2</sub> )	2.5 (A <sub>2</sub> )	3.0 (B <sub>3</sub> )
2.4 - 3	2.9 - 1	3.4 - 5
2.2 - 1	2.8 - 2	3.3 - 2
	2.7 - 4	3.2 - 10
	2.6 - 3	3.1 - 4
	2.5 - 1	3.0 - 3
4	11	24
Total 39	Median 3.1 (B <sub>3</sub> )	

The reading vocabulary grade-placement for the class is 3.0 so that the class tests about one-half year above norm.

The class has been working for some time on a Circus Unit following an excursion to the Zoo and Lincoln Park. The children asked to reproduce in their classroom animals, cages, boats for the pond, autos in which they rode to the Park, and, above all, the merry-go-round which seemed to be the most enjoyable feature of the visit.

*The Room.* The room is seated with two rows of desks next to the wall; four primary tables placed together in the rear of the room; four tables placed together in the front of the room; a large circular table in one of the front corners; and a large oval table in the center of the room. Each of these accommodates eight to ten children. With one exception the tables are painted black. In front of the inside row of desks is a home-made table equipped with two box chairs.

This table holds a simple printing apparatus of the price-and-sign marker type. In one of the front corners of the room is a low bookcase containing supplemental books and on top of this is a wooden cabinet containing a "dictionary," a collection of bogus paper strips arranged in alphabetical order, each strip containing some word which is in constant use in the written vocabularies of the children. The words are written in script and are made large so that they are easily legible. Under the windows is a pile of wooden and paper boxes which serve as raw material for the constructive work of the room, together with a little home-made bench. Near these boxes is a large merry-go-round frame in process of construction. Just in front of the teacher's desk, which is in the rear of the room, is another simple workbench equipped with a few tools. A browsing table occupies the space between the two cloakroom doors in the rear of the room and next to this is a low table with a utility box containing scraps of materials for use by the children. Another large utility box is found on the table in the center of the room. On the front blackboard are mounted four sets of Manila paper sheets which contain records of the happenings in the room. These are written in large script and a similar "daily newspaper" is found on the long side board. A long panel of celotex in the rear of the room is used for mounting children's drawings. The decoration of the room is limited to a few mounted magazine pictures, some lithographs of animals, two silhouette pictures, and a framed picture in the front of the room. The teacher's

cloakroom is used as a storage space for raw materials — cardboard boxes, paints, pencils, etc.

*Books.* The book equipment for the room consists of a set of the

*Elson Reader*, Book II

*Child Library Reader*, Book II

*Studies in Reading*, Book I

*Thought Test Reader*, Book II

Miscellaneous supplemental books are found on the browsing table.

9:00 A.M. The class came in quietly, seated itself in three groups, two groups at the tables and the third at the desks. A little girl led in the singing of a "health song." A boy, who was responsible for the lunch money, seated himself at a table and made up his records for the day. The teacher thought that the health song could be improved upon by starting it in a higher key and singing it with more spirit, so the class repeated the song with much better results the second time. The teacher held up a Manila chart, which a child was asked to read, containing a statement that the health song was written and composed by the children in the room. (This was for the benefit of the visitor.)

9:15 A.M. The class monitor, a little girl, appeared to be the person responsible for the general program of the day. She wore a tall yellow paper hat with "monitor" on it in large black letters. She called upon various committee chairmen for reports upon their activities. The "Contractor" reported on the



merry-go-round which is being constructed by the boys as part of the Circus Unit now being carried on by the room, and called upon several of his "men" to tell what they were doing and to state the problems in construction that were being met. The teacher advised the children on several points. The "Sewing Committee" chairman reported that her group is making an awning for the merry-go-round and cushions for the seats. The Animals Committee chairman states that her group is making animals out of large sheets of paper. The Painting Contractor had nothing to report as all painting has been completed as far as possible at the present time. The Games Committee is making ready a number of reading and number games based on the circus idea.

- 9 : 25 A.M. The class broke up into groups and went to work on the various activities noted above. An inspection of the children in the room showed the following groups at work: One girl was sewing on a paper horse for the merry-go-round; three children were using the stamping outfit; one boy was making a colored drawing with crayola; four children were reading silently to themselves in their seats; eight girls were gathered round a table sewing on cushion tops or on dolls for the merry-go-round; the remainder were in the carpentry squad working either on the merry-go-round or on cages for the animals.
- 9 : 45 A.M. The various groups ceased work, materials were put away, and the floor was cleaned. Each committee chairman followed his men up to see that the clearing away was well done.

9 : 50 A.M. The room monitor announced " Reports of committees, the people with the hats." Each committee man, in his big hat, was called upon to report what had been accomplished during the hour, the teacher helping from time to time to solve some of the physical and personal problems which had arisen.

10 : 00 A.M. Recess.

10 : 10 A.M. Committee reports, unfinished before recess, were completed, the teacher guiding only when necessary. One of the girls had completed a very pretty apron and it was proposed to mark the event by writing it up for the room newspaper. The class with the teacher's help worked out coöperatively the following statement and wrote it on a large sheet of Manila paper :

#### GERTRUDE'S APRON

Gertrude made an apron in school. Her apron is yellow. It is pretty. She is going to make a hem on her apron. Gertrude put two pockets on it.

The story was mounted on the front board and several children volunteered to read it to the class and were allowed to do so.

10 : 25 A.M. The class broke up into groups for more formal reading and spelling study.

**Evaluation.** In shifting from a statement of observed procedure in the classroom to evaluation, one is leaving the field of demonstrable fact for the field of speculation. One can say that " the children worked on their merry-go-round " with perfect safety — to say that a phase

of the work is educationally good or bad is merely to state one's own personal opinion, subject to all the limitations and weaknesses of judgment. The best any observer can do is to say "this seems to me to be right or wrong," and back his judgment up with such facts as he can adduce for the purpose.

The strong points of the situation in this particular A2 class appear to be these: (1) the freedom with which the children attacked their work; (2) their ability to find their individual jobs and stick to them; (3) the manifest interest in all that was said and done; (4) the effacement of the teacher when her help was not needed and her promptness in taking hold when it was; (5) the evident pride of the children in what they were accomplishing; (6) the use of the unit as a source of reading material, English expression, and citizenship in the sense of good group living; and (7) the variety of occupations offered so that each child could select one at least along the lines of his own interests.

Some questions which arise are these: (1) Is it not possible to devote too much time to conference? The check-up at the end of the work period was very largely a repetition of the conference at the beginning of the period and practically no new ideas were brought out to justify the time spent. (2) Is there danger of making the Committee idea over-elaborate? There are committees for all conceivable purposes and each child serves on at least one. Would a simple organization be as effective and less cumbersome than the present one? (3) Is courtesy emphasized? (4) Is the reading equipment of the room both in sets and in miscellaneous titles

too meager? Is it not possible to secure simple books on the circus for correlative reading? The residents of the district are working people, and while standards of living are maintained, there is little reading material available at home. (5) Could the problem of raw material in this overcrowded room be handled to better advantage? Could low cupboards be built under the windows to store the material when not in actual use? (6) Does this unit contribute directly to the academic outcomes required by this grade? (7) Is the merry-go-round itself sufficiently important to justify its presence? Is it too large and clumsy for small children to handle? Just what will the merry-go-round contribute to the progress of the children? (8) Is there any way in which the room could be made more attractive?

It should be made clear that these are questions and not criticisms. The teacher should have, and possibly does have, an adequate answer to each. These points are raised, however, as bases for discussion of this situation and other similar situations elsewhere, and it is precisely this critical evaluation of each unit of work launched that makes professional advancement and improved technique possible.

#### CASE SIX

##### A2 (High second grade)

*The Background.* This is an A2 class of thirty-two children of American parentage coming from fairly good homes. Mid-year reading-comprehension test results (February) were as follows :

<i>1.0</i>	<i>2.0</i>	<i>3.0</i>
(1.9) 2	(2.9) 1	(3.4) 1
(1.8) 1	(2.6) 1	(3.2) 1
(1.7) 3	(2.5) 1	
(1.6) 1	(2.4) 1	
(1.4) 2	(2.3) 2	
	(2.2) 6	
	(2.1) 2	
	(2.0) 6	

Total 31      Median 2.1

(NOTE. The reader will be interested to learn that the June results in reading comprehension were as follows :

<i>1.0</i>	<i>2.0</i>	<i>3.0</i>	<i>4.0</i>
(1.9) 1	(2.9) 1	(3.8) 1	(4.1) 1
	(2.7) 4	(3.7) 4	
	(2.6) 3	(3.5) 5	
	(2.2) 2	(3.3) 3	
	(2.1) 1	(3.2) 1	
		(3.1) 2	

Total 29      Median 3.2

The intelligence test given at the same time gives a median intelligence grade-placement of 3.1.)

This class presents the strange contrast of high intelligence and low performance. The average mental grade-placement of the class is at least one half-year higher than usual; the reading-comprehension grade-placement is conspicuously behind the average performance. This presents a local problem for the school to solve.

*The Room.* This is seated with four rows of primary desks next the wall, allowing considerable free floor space next the windows. At one end of this open space is a library table composed of two primary tables set together, surrounded by eight small chairs, each of which has an attractive slip-cover on the back. At the other end a similar arrangement of tables is used for various school room materials. Between these is a small round table painted green equipped with two green chairs. This holds large, attractive books made by the children. The window wall of the room is made very attractive by three large Boston ferns mounted about five feet from the floor on the casings between the windows. Under the center window is a low bookcase painted green, containing supplemental books. At the rear of the room are two small materials tables and an easel. In one of the front corners of the room is a large sand table illustrating the Beach, which is the unit of work on which the room has been engaged. Next this, under the center of the front blackboard, is a small exhibit table holding marine specimens, shells, etc. and next two neatly piled rows of low chairs used for the reading circle. The teacher's desk occupies the other front corner of the room. Under the long inner side blackboard a low shelf has been mounted on brackets and this is used partly for materials and partly for supplies. Next is a wooden rack accommodating rolls of colored jute used in manual activities. Between the cloak-room arches in the rear of the room a long frieze illustrating Beach Life is in process of construction.

Reading charts made up of "stories" about Beach Life occupy a near-by bulletin board. A large, framed, colored print of a mountain valley is mounted over the front board and other smaller pictures, some made by the children, are in evidence. An additional easel in a corner of the room completes the room equipment.

*Books.* The library table contains a fairly good collection of miscellaneous titles. In addition the following titles are available in sets of 5 to 20 copies:

Gecks, Skinner, and Withers — *Trips to Take*  
(Johnson Second Reader)

Pennell and Cusack — *Children's Own Readers*  
(Book I)

Pennell and Cusack — *Children's Own Readers*  
(Book II)

The *Laidlaw Readers* — Book II

The *Bobbs-Merrill Second Reader*

The *Easy Road to Reading* — First Reader

In this connection, mention should be made that considerable seat material provided by the Kindergarten Primary Division is in evidence.

9 : 00 A.M. The children entered, saluted the flag and sang a verse of America under the direction of the room chairman. The latter asked for contributions to the morning conference period. A little girl of seven years told a story of a child's trip to the beach; this was an extraordinary feat for so young a child, the sequence of events was related without a break and with an unusual richness of expression. A boy

commented on some articles in the marine exhibit. As this was Friday morning an election took place to determine the class chairman for the succeeding week. Names were suggested, placed on the board, and a written ballot taken. The teacher suggested that the child elected prepare something especially nice for Monday morning's program.

9 : 20 A.M. The class was dismissed to go to its various group activities. Observation disclosed the following groups :

- (1) 4 children worked on the beach frieze, outlining and painting with color the figures of children, boats, houses, etc.
- (2) A boy was preparing paper " shingles " for a small beach cottage he has made, constructed of light wood and covered with " stucco " made of newspaper, salt, water, and flour
- (3) 3 children read quietly at the library table
- (4) 4 children worked on reading seat materials at their desks
- (5) 3 children modeled small articles in plasticene for the " Beach "
- (6) 10 boys worked on various wooden objects for the " Beach " — ships, houses, etc., using an old apple box for a work bench
- (7) 2 girls were making aprons to be worn by themselves
- (8) A girl arranged several bowls of marigolds on the window sills as a room decoration.

The teacher moved from group to group, giving help where needed. She paid especial attention to the



children working on comprehension-reading and took care to check their progress. This material has been mimeographed by the teacher and the content is based on the Beach unit.

9 : 50 A.M. Materials were put away, the class called to order, and the teacher announced the result of the election for room chairman. Several children stood before the class, showed the objects they had worked on during the construction period, and explained their uses. The teacher asked the boys in this group to tell what they expected to work on Monday morning, to assure herself that each had a definite job in mind.

9 : 55 A.M. Recess

10 : 10 A.M. The room divided into three groups: (1) a seat group working on a written arithmetic assignment on the side board; (2) a free-reading group at the library table; (3) a recitation or reading group with the teacher. The lesson was based on the *Magic Stories*, Child-Story Series, and consisted of checking a written test prepared by the children at their seats and verifying answers by reference to the text. The teacher stressed difficult words and meanings and explained away the hard places with skill and patience.

**Evaluation.** Strong points: (1) the poise, calm, and dignity of the teacher which is clearly reflected in the conduct of the pupils; (2) the absence of discipline as a factor in the room; (3) the clever arrangement of a conventional schoolroom so as to make it homelike and

attractive; (4) the self-control, interest, and initiative shown by the children; (5) the careful planning of the unit of work so that the academic outcomes will contribute directly to the progress of the children; and (6) the nice balance maintained between free-occupational activities and the necessary and more formal teaching.

Questions: (1) What causes have been operative in putting a very bright class so far behind the norm in achievement so that the present teacher is being compelled to assume a double load? (2) What provision is being made for the six children whose reading ability is so very low? (3) Should not the present teacher carry the class on next September into B<sub>3</sub> work so as to prevent further loss?

#### CASE SEVEN

##### B<sub>3</sub> (Low third grade)

*The Background.* The teacher has had this class since September, first as A<sub>2</sub>'s and now as B<sub>3</sub>'s. It is an average class of American children. Home conditions are similar to those noted in Case Six, with the added complication of a few homes where some language other than English is habitually spoken. The native intelligence of the home group, however, is apparently good as represented by the children in school, whose quotients average 100. The class described in this case study is therefore a representative group. Mid-term intelligence quotients and reading grade-placements were as follows:

<i>I.Q.</i>		<i>Reading Grade-Placement</i>	
121-125	3	3.5	4
116-120	1	3.4	2
111-115	3	3.3	1
106-110	5	3.2	4
101-105	4	3.1	2
96-100	7	3.0	2
91- 95	6	2.9	2
86- 90	2	2.8	2
81- 85	3	2.7	5
76- 80	1	2.6	1
	<hr/> 35	2.5	2
Median	99	2.4	5
		2.3	1
		2.2	<hr/> 2
			35
		Median	2.8

*The Room.* The room is seated with primary tables and chairs. The tables are in two blocks, one of nine tables near to and parallel with the windows, the other block of ten tables parallel and close to the blackboard. The teacher's desk is in the rear of the room in one corner. Between the table blocks are two primary tables placed together for a library table unit, equipped with a large collection of supplemental books for easy reading. Under the windows is a small painting table and near it a green bookcase containing library books on China and Japan. In the front of the room near the windows is the large Japanese house which has been the center of the children's activities on

Japan. It is about five feet square and consists of a simple wooden frame rising in a peaked roof covered with "tiles" made of rolls of paper. The lower walls of the house are made of beaver board and above the wainscoting are Japanese bamboo screens. Inside the house are a bookcase containing Japanese vases, etc., a table, and many floor mats. Cherry and wistaria trees in tubs stand in front of the house, together with three small miniature Japanese gardens.

In the front of the room near the door four primary tables have been placed together and covered with oilcloth to serve as a work table. In the center of the room, just behind the browsing table, is a simple home-made workbench equipped with a few necessary tools. Over all the blackboards are posters of Japanese life made by the children; above the front board are Japanese drawings made by the children; on the side wall are headdresses, shoes, kimonos, and other objects illustrating Japanese life which have been made by members of the class.

*Books.* As noted above, the browsing table is well equipped with a large number of easy supplemental books. In addition the teacher is using for her Japanese activity the following titles in sets of 10 to 15 copies:

Yule — *In Kimono Land*

Perkins — *The Japanese Twins*

9:00 A.M. Each table monitor reported the names of absent children. The children reported on their health charts, saluted the flag, and sang "America."

9 : 10 A.M. The class broke up into groups and procured their materials, which are kept in individual Manila paper bags. The following occupations were noted :

- (1) 2 boys at the workbench making bird houses for the Japanese gardens
- (2) A boy making a Japanese bookcase
- (3) A boy drawing a Japanese scene on the back of a discarded window shade
- (4) A large group of girls sewing on kimonos
- (5) A boy reading quietly at the browsing table
- (6) 3 girls weaving on two large wooden looms
- (7) A boy painting book-ends at the painting table
- (8) A group of girls mounting reading material which has been developed from the activity on small cards for individual seat work. These are called "reading games."

The teacher moved around among groups and individuals, giving help and suggestion where needed. The reading material noted above is in constant use by the children, who are given credit on a wall chart for the successful reading of each card. Some of these cards read as follows :

- (1)
  1. Draw a bowl of rice.
  2. Draw a Japanese tray.
  3. Draw Japanese chop sticks.
  4. Draw a Japanese cupboard.
- (2) Put a blue circle around the Japanese names — Haru Masoki John Bot Chan Betty Mitsu Igazo Kika.
- (3) Take your Japanese Twins book.  
Read the first story.

Write down the name of that dear little Japanese baby.

Is he like an American baby?

- (4) 1. Write a story about springtime.
2. Write a story about Fujiyama.
3. Write a story about a carp.
4. Write a story about a parasol.
5. Write a story about cherry blossoms.
6. Write a story about a Japanese bridge.
- (5) If you took a trip to Japan what would you like to see?

Write me a letter, saying that you have just taken a trip and you want to tell me all about it.

During this period the children talked freely but very quietly and in low voices to each other. There was no "lost motion," no idling, no confusion, and no interference on the part of one group with the others. While the room seemed very quiet compared to many activity rooms, it appeared to be the quiet that comes from good breeding rather than from repression.

9 : 55 A.M. Material gathered up and put away.

10 : 00 A.M. Recess.

10 : 10 A.M. During this second hour, work is of the more formal type, group reading with the teacher, reading and language games at the seats. The reading group this morning was reading and discussing with the teacher Yule's *In Kimono Land*. The conference period which is such a vital part of the activity program comes in the afternoon in this room.

The program which follows evidences careful planning :

9 : 00-9 : 10 A.M. Salute, greeting, clerical routine, hygiene check-up

- 9 : 10-9 : 55 A.M. Activity period
- 9 : 55-10 : 00 A.M. Clean up
- 10 : 00-10 : 10 A.M. Recess
- 10 : 10-10 : 35 A.M. Reading
- (Slow group) (Average group) (Strong group)
- In Kimono Land* Browsing table Seat work
- and books
- State Reader*
- 10 : 35-11 : 00 A.M.
- (Average group) (Strong group) (Slow group)
- In Kimono Land* Seat work Browsing table
- 11 : 00-11 : 10 A.M. Recess
- 11 : 10-11 : 35 A.M.
- (Strong group) (Slow group) (Average group)
- Japanese Twins* Browsing table Seat work
- 11 : 35-12 : 00 M. Physical education and dismissal
- 12 : 00-1 : 00 P.M. Lunch
- 1 : 00-1 : 40 P.M. Spelling, penmanship, music, nature study based on activity
- 1 : 40-2 : 00 P.M. Evaluation of the morning's activity, which is an oral language period. Helps to organize for next day's activity
- 2 : 00-2 : 20 P.M. Suggestions by children on merits of library books other children might enjoy
- 2 : 20 P.M. Dismissal

**Evaluation.** There are many excellent features, though possibly the outstanding one of this room is

the apparent effortless which characterizes all of this teacher's work. There is a complete absence of muss, confusion, misplaced material, argument, and indecision as to what to do or how to do it which characterize some informal rooms. The secret is twofold, the splendid poise of the teacher herself together with very definite planning of her work.

Any child in the room seems willing and able to explain what is going on to the visitor and this is done in a courteous and not effusive manner. The children have learned a great deal about Japanese life and are proud of what they know. There is a certain pride in the room which is reflected by all the pupils, and an observed code of behavior which stamps misbehavior and unnecessary noise as things which simply are not done. This is good citizenship in the best sense.

Questions: (1) Is the Japanese house over-elaborate? Is the "tiled" roof true to form, architecturally correct? Is the furnishing of the house as accurate as possible? Has a careful study been made of houses and house furnishings? (2) Would not oiled-paper sliding screens have been more truly representative of the Japanese house than bamboo screens? (3) Are the miniature gardens accurately designed? (4) Could there not have been fewer kimonos made and more "coolie coats" (such as the "rickshaw" men wear) and straw rain-coats worked out so as to give variety and enrichment? (5) Are the "getas" or clogs accurately made? (6) Has a careful study been made of Japanese costume? (7) Has this activity passed the peak of its interest and should it not be replaced after the Easter vacation by



something quite different? (8) Has the teacher critically examined the "reading games" devised by the children to assure herself that each is as perfect as possible?

## CASE EIGHT

B<sub>3</sub> (Low third grade)

*The Background.* This is a B<sub>3</sub> class of thirty-six pupils, largely American and Mexican with a few Japanese. No test results are available, but the teacher considers she has a mixed ability class divided into a strong, an average, and a very slow group.

*Daily Program*

The teacher prefaces her program by the following statement made at the middle of the semester:

Today we enter upon the last lap of our year's work. We assembled all finished material and had a circus in the room last Thursday. Friday we used the activity hour to plan the work for the last two months.

We decided to make the following animated animals for the big show to be given about the first of June: an elephant, a giraffe, a seal, two frog costumes (for very skillful acrobats), and a black horse. Saturday morning six children came to school and designed these animals.

The hour from 9 : 15 to recess is the most informal period of the day. The only teacher requirement is that the children be profitably occupied, reasonably quiet, and considerate of others.

The first twenty minutes after recess is the most formal period of the day. At this time we have group work in development of a writing vocabulary related to the unit of work. During the next half hour the children write or read for information.

The first reading class comes at 11 : 30. While the classes are reading the children in the seats do their written arithmetic work and an exercise in reading comprehension. The few minutes before noon is devoted to rapid drill on the combinations.

As soon as the children have finished the seat work planned for them they are free to follow their own interests.

The last ten minutes of the day are devoted to checking on the work performed during the activity hour. The secretaries of the committees stay after school to write the daily log.

9 : 00-9 : 15 A.M.	Opening of school (preliminaries)
9 : 15-9 : 25 A.M.	Committee meetings to plan activity work hour
9 : 25-10 : 25 A.M.	Activity
	Recess
10 : 40-11 : 30 A.M.	Vocabulary instruction and drill
	Composition
	Research
11 : 30-11 : 50 A.M.	Reading I
11 : 50-12 : 00 M.	Arithmetic speed work on combinations
	(Seat work in reading comprehension and written arithmetic)

1 : 00-1 : 30 P.M.	Reading II
1 : 30-2 : 00 P.M.	Reading III
2 : 00-2 : 20 P.M.	Physical education
2 : 20-	Checking with chairmen and secretaries of committees on the work for the activity hour

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Several of the children in the room have real creative talent in poetry. They have composed *A Book of Verse by the Children in Room 120*, which has verses of real merit, for example :

## THE STARS

The stars  
Are shining  
All the night.  
The stars  
Are shining  
All so bright.

— Elena

## LITTLE STARS

Little stars, you shine so bright  
Up in Heaven with your light ;  
You are pretty little candles  
Up in Heaven without handles.

— Alice

## THE MOON

I sleep in the back bedroom,  
And the dear old moon  
Peeping in my window  
Says "I am watching over you."

— Lorraine

## THE ACTIVITY PROGRAM

## LITTLE BIRD

Little Bird, Little Bird,  
Have you a nest?  
Yes, Sir; Yes, Sir;  
It looks like my breast.

— Elena

## THE CIRCUS

Come to the circus,  
Come to the circus  
To see the fat clown  
And to see the parade.

There are some monkeys  
That dance in the ring;  
The tiniest monkeys  
Like to sing.

— Margarita

*The Room.* The setting of the room is extremely unconventional. The children are seated at tables; two of them are large round tables accommodating eight children each; the remainder are intermediate tables, six in number, seating some twenty children and two primary tables for the smaller children. These are placed in the center of the room or along the inner wall while a large part of the free floor space next the windows is occupied by the "Circus Tent," a rectangular frame work about 6'  $\times$  14' consisting of eight uprights fastened to a light frame work resting on the floor and rising into a canvas "top." A small ticket-seller's booth stands near the Big Top. At the left end of the window wall is a large table containing supplemental books and magazines. Under the rear black-

board is a small table holding two typewriters, and next is a large materials table equipped with necessary school supplies and on one end of this is a display of clay circus animals made by the children. On the rear board is a large pictorial map entitled, "World Map of Circus Animals." A small table next the inner wall holds additional supplemental books. The side and front boards contain carefully worked-out directions for the day addressed to the children, for example : What you may do when your work is finished :

1. If you need a cap for your circus costume, make one.
2. Work on your books.
3. Correct the story you wrote Friday.
4. Help some other child with his arithmetic.
5. Teach some child to write the activity words, etc.

Evidence of similar careful planning is found over the typewriter table :

#### Typewriter schedule

Monday — Alice and Gloria

Tuesday — Tillie and Mary

Wednesday — Donald and Betty

Thursday — Margarita and Josephine

Friday — Donna, Lorraine, Fred, and Armando

On the front board are large colored drawings or cartoons of circus people. The most prominent objects in the room are a large giraffe about twelve feet high and an eight-foot ostrich made by the children. In the circus tent are two "horses" also made by the pupils. A cloth-covered elephant, about three feet high, completes the list of animals.

An activity of this kind necessitates the maximum floor space so the end of the hall is used as a workshop. The classroom being the last room in the end of a wing of the building makes this possible without undue annoyance to the other rooms on the floor. Out here additional animals and buildings are in course of construction.

In conclusion it should be noted that pretty chintz drapes at the windows, fresh flowers, and one good framed picture add to the attractiveness of the room. Another attractive spot is made by a small bulletin board on the inner wall which bears two large photographs of the room's recent "Circus Day."

*Books.* The book equipment of the room consists of a large number of miscellaneous titles relating to circus and jungle animals and the following in sets of 5 to 20 copies:

Gale — *Circus Animals*  
Smith — *The Circus Book*  
Hardy — *Surprise Stories*

9 : 00 A.M. This school has a general morning assembly in the yard at which the flag salute is given and the Star-Spangled Banner is sung, so the children on entering the room were able to start at once on their conference period. The teacher said "Good Morning" pleasantly, the children responded and a boy took charge of the room. The lunch money was collected, several children reported interesting events at home or school, a girl sang a stanza of a "Good Morning" song, and the children were dismissed, to go to their

several committees. The teacher asked for a minute to give some directions about painting the animals and getting used to the new ribbon on one of the typewriters and helped a few children who were uncertain as to their duties for the day. The children have divided themselves into five committees which met in various parts of the room for a few minutes of consultation and then proceeded to work on their group activities. It should be said that this was extremely well done. Each committee was in charge of a chairman who took charge of his group skillfully and promptly, saw that the members of his group knew what to do and then dismissed them to work.

9 : 15 A.M. Observation of the working groups shows the children to be occupied as follows :

- (1) A boy and a girl at the typewriters
- (2) 5 children modeling clay animals
- (3) 5 girls practicing circus "stunts," head stands, hand stands, backward bends, etc. These are carefully checked by a chart attached to the wall of the tent.
- (4) A Japanese boy reading silently
- (5) A Mexican boy reading silently
- (6) A boy painting completed clay animals
- (7) 2 girls painting the body of an eight-foot ostrich. The head and neck have been completed and are standing in a corner of the room.
- (8) 3 children cutting "feathers" out of paper to adorn the above

The following occupations were being carried on in the hall :

- (9) 2 girls making an " animated elephant " out of burlap. One of the girls explained that the elephant would be " animated " by a boy on its inside !
- (10) A girl sewing a pattern on black oilcloth to be made into a seal
- (11) A boy making a wood-and-wire frame for the elephant's body
- (12) 2 boys making a wood-and-wire frame for the horse
- (13) 2 boys making a wood-and-wire frame for a smaller giraffe

A pop-corn stand has been constructed, painted, and topped with a brightly colored awning. A large packing case is used in the hall for storage of lumber, tools, and partially completed work.

During this informal period the teacher moved from group to group giving help where needed. The children worked very steadily with a minimum of noise, no confusion, and no lost motion. Occasionally a child left his group for a few minutes to watch some other group at work. It should be noted that the teacher's attitude was positive throughout — one of appreciation and encouragement tempered by practical, common-sense advice.

10 : 10 A.M. The chairman called out " Time to Clean Up." A triangle is mounted on the side board to serve as a signal on such occasions. The clean-up was



well done — the teacher has high standards and holds the children to them. The room was really clean when the children had finished.

Some of the children finished their share of the cleaning process before the others. It was noted that in the interval of waiting these took care of themselves admirably — a few talked quietly to each other, a few read books, and several went to work voluntarily on their arithmetic.

10 : 25 A.M. Recess

**Evaluation.** This is an excellent situation worked out by an intensely energetic, vital, and inspiring teacher. Specifically, the strong points are (1) the very careful planning of the work as a whole to ensure acquisition of needed bodies of knowledge as well as the requisite skills demanded by the grade; (2) the careful planning of each day's work to eliminate loss of time and waste motion; (3) the excellent control evidenced by the children over themselves, their belongings, and their group relationships; (4) the richness of the unit as planned so as to combine many fields of interest, several school subjects, and a great variety of skills; (5) the thoroughness shown by the teacher in checking so as to be sure that each act attempted resulted in complete success; (6) the complete absence of discipline as a factor in the room; and (7) the ample supply of reading and arithmetic materials prepared by the teacher to meet the needs of the children.

Questions: This room is such a splendid example of "good living" that it is difficult to criticize but the fol-

lowing points occur to the writer: (1) It is admitted that the Circus is excellent material for a unit of work. Would it not be better, however, to fix it about the A2 level so as to leave the B3 free to begin work on "Children of Many Lands," which appears to be a basic interest in third and fourth grades? (2) Has this class "lost out" in any way by spending so much time on the circus rather than upon Indians, Japanese, Chinese, Eskimos, etc., who usually appeal to third graders? (3) Could the room be seated differently to advantage? Would blocks of intermediate tables be as satisfactory as the present arrangement and still more attractive? (4) Is it the intention of the teacher to "carry on" the interest awakened this term in the Circus into a unit on Jungle Animals, particularly in their natural setting, *i.e.*, the Belgian Congo or the Amazon?<sup>1</sup> (5) Would it not be wise to have a more definite program of testing so as to measure progress objectively at regular, rather than at irregular, intervals?

#### CASE NINE

##### B3 (Low third grade)

*The Background.* This is a mixed group of B3 children from American, Mexican, and Japanese homes. The school is in the same geographical district as that described in Case Seven, and home conditions are quite similar except that the foreign population is slightly larger. This condition is reflected in the reading scores. Mid-year reading-comprehension grade-placements (January) were as follows:

<sup>1</sup> A later conference with the teacher disclosed the fact that this was her intention.

<u>1.0</u>	<u>2.0</u>	<u>3.0</u>	<u>4.0</u>
(1.6) 1	(2.9) 5	(3.7) 1	(4.5) 1
	(2.8) 3	(3.6) 1	(4.2) 1
	(2.7) 1	(3.5) 1	
	(2.6) 2	(3.4) 1	
	(2.5) 1	(3.3) 1	
	(2.4) 3	(3.2) 1	
	(2.3) 3	(3.1) 2	
	(2.2) 5		
	(2.0) 3		
	Total 37	Median 2.7	

Intelligence grade-placements for this group are not available.

### *Daily Program*

9 : 00-10 : 10 A.M. Activity period

1. Teacher and children discuss plans for day's activities.
2. Children show new books and articles pertaining to the activity which they have collected and tell the class about them.
3. Children report on special reading and reference work they have done.
4. Pupils decide what definite things they would like to find out about the activity subject during the day and appoint groups to do reading for desired information.
5. Children read independently to find answers to special questions that they have volunteered to clear up for the class.

6. Teacher reads or tells difficult parts to the class.
7. Children look at pictures and still film relating to the subject.
8. Dramatically inclined pupils engage in play writing and producing.
9. Children record doings of the day in activity booklets.
10. Pupils engage in the construction of things that will aid in clarifying their ideas of things read about, or that are to be used for special purposes.
11. At the end of this period, teacher and children check up briefly on what has been accomplished and decide what the next steps will be.

10 : 10-10 : 40 A.M. Physical training and recess

10 : 40-11 : 00 A.M. Music (Skill and appreciation)

11 : 00-12 : 00 M. Skill period

1. Reading and composition (30 min.). Teacher helps children to correct poor reading habits and to develop skills in reading and composition in which they are deficient.
2. Spelling (15 min.). Children learn to spell words introduced in connection with the activity and also words taken from the state speller. Teacher tests children three days a week and children study independently (two days a week) words missed on test days.
3. Writing (15 min.). Children write stories about activity work. They write letters seeking information on special subjects, and record happenings in activity books. Teacher helps chil-

dren to correct poor posture habits, wrong formation of letters, etc.

12 : 00 M.-1 : 00 P.M. Noon

1 : 00-1 : 45 P.M. Art and appreciation period

1. Art and construction. Children depict in picture form different phases of the activity work. They illustrate stories they have written. Teacher aids children to evaluate their own work, to appreciate color harmony, etc.
2. Literature appreciation (prose and poetry). Teacher reads to children. Children read, silently, material in which they are interested. Library books, browsing table books, activity books, etc. are read by the children during the free period each week. There is no formal check up on this reading.

1 : 45-2 : 15 P.M. Arithmetic

1. Children solve simple problems. Sometimes these problems consist of measuring called for in the activity construction work. Also addition and subtraction necessary to certain phases of the activity work.
2. Children play number games.
3. Children drill themselves on number combinations by means of individual flash cards.
4. Teacher checks children on combinations mastered.

2 : 15-2 : 20 P.M. Library period. Children check off returned books and sign up for new ones.

*The Room.* This is a large room in an old building allowing more than the usual floor space. It is seated with

four rows of desks with free floor space next the windows, and next the blackboard. In the open strip under the windows are (1) two small materials tables, (2) a burlap covered Indian "Wickiup" with a large Indian doll seated in the doorway, (3) a regulation workbench equipped with a few simple tools, (4) an easel, (5) a table for supplemental books, (6) a built-in cupboard about 4' X 6' for the storage of supplies, (7) an Indian drum made out of a small keg, (8) a model of an Indian outdoor oven, and (9) a home-made workbench. The teacher's desk is in the front corner of the room near the windows. Immediately behind it is a bulletin board covered with magazine pictures on Indian life. On one end of the front blackboard is a large colored frieze depicting a Pueblo Indian village. A similar frieze on the long side board depicts several types of Indian wigwams. A library table made up of two intermediate tables placed together and surrounded by twelve low chairs is in front of the room. Next the blackboard are four low tables used for reading and constructive work. A conventional sand table in the rear of the room contains a model of an Indian village. Over the blackboards is a series of very attractive colored prints of Indians. A home-made bookcase completes the equipment of the room.

*Books.* The following titles were found in sets of 5 to 20 copies:

Martin — *Tales and Travels* — Real Life Second Reader

Baker and Baker — *Fifty Flags*

Pennell & Cusack — *Happy Children Reader*, Book II

LaRue — *Under the Story Tree*  
Hardy — *Wag and Puff*  
Hardy — *Surprise Stories*  
Horn and Cutright — *First Steps in Learning to Study*  
Horn and Shields — *Learn to Study Readers*, Book I  
Carpenter — *Around the World with the Children*  
Dearborn — *How the Indians Lived*  
Morcomb — *Red Feather*

In addition there was a fair collection of supplemental readers.

9 : 00 A.M. The teacher said " Good morning " and inquired as to absent children. The class chairman, a girl, called for the flag salute and a verse of America and then dismissed the class to the auditorium to practice on the class play which is the culmination of the unit of work on Indian Life.

About half of the class were in the play. The teacher and the remainder of the class sat quietly in the front seats of the auditorium and listened. There was no attempt on the part of the teacher to assume control at the play as presentation was in charge of the children from beginning to end.

The play itself consisted of three separate episodes on Indian Life taken from two of the supplemental books used in the room. The children arranged the simple stage settings and " props " and went through the dialogue quickly and accurately.

9 : 40 A.M. The class returned to the room and compared notes on production, pointing out good and bad spots in the play. Reports were called for from two

committees on "slides" and on "costumes." The chairman next called attention to a written assignment on the board and at the suggestion of the teacher read it aloud to the class:

WHAT WE WANT TO KNOW ABOUT INDIANS TODAY

1. Do Indians write as we do?
2. How did Indians send messages?
3. What did it mean when an Indian chief sent a snake skin filled with arrows to the white people?
4. What are Indian signals?
5. How did Indian scouts signal when they saw enemies?
6. How did Indians write stories?

References: — *How the Indians Lived*, pp. 153-161

*Red Feather*, p. 50

The class was then dismissed for group work. Observation showed the following groups:

- (1) 14 girls making costumes for the play
- (2) 3 boys modeling pottery from plasticene
- (3) 3 boys working on the wigwam frieze
- (4) 3 girls working out the written assignment from the board
- (5) 2 children reading to themselves
- (6) 6 children painting Indian scenes at their seats to be transferred later to lantern slides
- (7) A girl weaving a rug
- (8) 3 boys making announcement cards — "Scene One" etc. for the play
- (9) 2 girls working on number games

The conduct of the room was very informal. The girls working on costumes took their chairs and ma-



terials out into the hall so as to avoid bothering those in the room who were concentrating on written assignments. The children worked steadily with little noise and no confusion; the teacher gave help where needed; and while the children "visited" back and forth with one another occasionally there was little lost motion for the greater part of the period. The children were courteous to each other and showed an excellent group-consciousness. Results were good in all groups except the pottery group. The boys making the announcement signs had made the cross bar in the letter "N" in the word "scene" in reverse, *i.e.*, from upper right to lower left. From 10:15 on there was a little "slump" in the interest and industry of the children, indicating perhaps that the period was too long without a decided change of occupation.

10:20 A.M. "Clean up" carefully checked by the teacher. The reading committee had a report to present but it was decided to make it after recess.

10:25 A.M. Recess.

**Evaluation.** This unit of work is nearly at the point of completion and has been well carried out. The teacher was questioned as to the small number of children in the "research group" and it was explained that good readers were so few that it was necessary to have the research reading done by these few children who later on report verbally the results to the rest of the class. This teacher is the least conspicuous person in the room and the visitor hardly notices her. She seems to melt into the background so as to put the children forward in the life of the

room. This is excellent teaching. The results show that careful, thoughtful planning has been the foundation on which success has been attained.

I have only two questions: (1) Does the very conventional sand table display with its paper wigwams add anything to the success of the unit? (2) Could not the boys who elected clay modeling have been given another assignment?

#### CASE TEN

##### B<sub>3</sub>A<sub>3</sub> (Low and high third grades)

*The Background.* This is a B<sub>3</sub>A<sub>3</sub> class of American children from fairly good middle-class homes. Reading-comprehension grade-placements for the mid-year (January) are incomplete but indicate that the children have made normal progress as measured by objective tests.

##### *Daily Program*

This will be found on pp. 26-28.

*Books.* The following titles are available in sets of 5 to 20 copies each:

Dearborn — *How the Indians Lived*

Perdue — *How Other Children Live*

LaRue — *Little Indians*

Pennell & Cusack — *Children's Own Readers*, Book III

Gates-Huber — *Make and Make Believe* (Work-Play Readers, Book III)

Cowles — *Robinson Crusoe*

*The Room.* This is seated with four rows of desks next the window while next the blackboard on the inner

wall are five intermediate tables ; three of these are for the children, the remaining two are put together for materials and exhibits. A bowl of flowers or a small object of pottery brightens each table. A small group of intermediate chairs in the front of the room serves for the reading circle. In one of the front corners of the room is a group of three low bookcases painted green, used for supplemental books and exhibit purposes. Behind one of these on the front board is a large colored pictorial map of the world made by the children. Bulletin boards at various places in the room are used for mounting pictures and other visual aids, charts and objects made by the children in the course of the class unit of work. Large potted plants and fresh flowers add to the attractiveness of the room. The plants selected are tropical plants, hibiscus, banana, etc., so as to carry out the central idea of the unit.

The various room charts are attractively made and are interesting. One of these is headed

#### WE WANT TO KNOW

1. About the ocean we see when we go to the beach.
2. The animals and plants that live in it.
3. How we could get to the other side of the Pacific Ocean.
4. About the things we shall see.
5. More about Hawaii.
6. About tropical vegetation.
7. About primitive island life.
8. What we send to Hawaii.
9. What Hawaii sends to us.

Another chart is headed

WHAT WE WANT TO DO

We want to make —— a better school because we are here.

We want to

1. Be good citizens
2. Keep our room neat
3. Keep our yard clean
4. Read many stories
5. Have a story club hour
6. Find out what is across the Pacific Ocean
7. Improve our arithmetic
8. Learn to spell many new words
9. Make a dictionary
10. Improve our writing
11. Have a newspaper
12. Write interesting news for the boys and girls to read
13. Keep a diary
14. Learn to write good stories
15. Have a Lei Day Party
16. Read the story of Robinson Crusoe

Another chart is headed "Shipping News Questions."  
One of these reads as follows :

1. Where could we go to get a boat to Honolulu?
2. What steamship companies could we write to find out about boats?
3. What are some boats that go to Honolulu?
4. What countries send boats to our harbor?
5. What are some of our exports?
6. What are some of our imports?
7. What are "sister ships"?
8. What are some of their names?
9. How often does mail go to Honolulu?
10. When would it close in the Los Angeles Post Office?

9 : 00 A.M. The class chairman, a boy, took charge of the room and led in the flag salute and the singing of a Hawaiian song (in the native tongue) and a verse of the Star-Spangled Banner.

*Room Business.* Class reports were called for. One of these requested a change in the personnel of one of the room committees. One of the boys in the room has been holding two jobs, " Desk Inspector " and " Librarian " and it was decided by popular vote to divide his responsibility and assign one of the positions to another child. The teacher quietly and tactfully assisted in keeping things moving at this point. One of the girls in the room took charge for a few minutes and made the morning health inspection, calling the attention of the teacher to three delinquents. Additional reports were made on teeth, hair, handkerchiefs, and fingernails.

*Room News.* A boy made an oral report on Will Rogers' " A Connecticut Yankee " which he had seen the day before. Another boy reported on " The Big Trail," a current moving picture success. Like all children the boys had a tendency to dwell on humorous or exciting features in the pictures but the teacher helped them to keep to the leading events rather than to irrelevant details. Reference was made to the map to locate the " Big Trail."

The teacher commented on the episode in Robinson Crusoe on the building of the palisade around his camp. This had been read by the children and a parallel was drawn between this episode and a similar one in the " Big Trail." A boy brought to the class two pictures of Hawaiian scenery. A boy reported on a visit he

had made to Hemet a few days before and referred to the Ramona Pageant recently held in that town. The teacher referred briefly to the story, "Ramona," by Mrs. Jackson. A girl commented on a newspaper report on high and low tides. This girl had some difficulty in reading the Tides Table and was helped out by the chairman who came to her rescue without any prodding from the teacher. Attention was called to the current shipping news department of a daily paper and this was referred to a committee for further study and report. The teacher had placed the plans for the day on the board. These read as follows:

1. Book reports
2. Finish our newspaper
3. Take care of our plants
4. Collect the books that are due today
5. Work on covers for our number books
6. Reports on tides
7. Reports on rice
8. Shipping news reports
9. Learn our new words in spelling

The teacher went over these briefly to assure herself that each pupil understood what he was to do. Several drawings of a recent Play Day at Garfield High School had been submitted for the room newspaper and an animated discussion took place on these.

9:45 A.M. The class was dismissed to enter on its various group activities.

Observation showed the following groups at work:

- (1) 2 children seated with the teacher in the reading circle working on newspaper reports, *i.e.*, analyz-

ing items taken from daily newspapers — tides tables, shipping news, etc.

- (2) 26 children making covers for arithmetic books  
(Item 5 in the list previously given)
- (3) 2 boys reading silently

10 : 00 A.M. Recess

10 : 10 A.M. The children resumed their group activities. Several children changed their groups so that the division was as follows :

- (1) 19 children were completing their arithmetic book covers
- (2) 3 boys were sorting lantern slides
- (3) A girl was checking library books
- (4) 4 boys were reading silently
- (5) 3 children were working on the room newspaper under the guidance of the teacher

One of the girls who had been reading tides tables before recess placed her contribution on the front board as follows :

There are two low tides and two high tides.

The first low is at 10 : 07.

The other low tide is at 11 : 07.

The first high tide is at 3 : 04.

The last high tide is at 4 : 55.

**Evaluation.** This teacher has been a pioneer in the field of informal education and has made an outstanding contribution in the development of a method of teaching suited to the new school. Her interest, enthusiasm, and

resourcefulness are unbounded. The good features of the situation appear to be so obvious that enumeration of them is unnecessary.

Questions: (1) Was not the conference period unduly prolonged? Could it not have been equally effective if it were limited to ten or fifteen minutes? (2) Why was the class chairman so inadequate? Would it not have been better to have replaced him by a more competent presiding officer? (3) Could not the oral reports have been made shorter and more concise? Is emphasis laid upon short, simple sentences and the ability to "organize a few simple ideas around a central thought?" (4) Is clear enunciation stressed? Why were so many children inaudible across the room? (5) Is there a tendency to call upon a few children repeatedly instead of calling upon all? (6) Should there not be a more systematic use of tests at the beginning of each new unit of work?

#### CASE ELEVEN

##### **B<sub>4</sub> (Low fourth grade)**

*Foreword.* It would be delightful always to find a teacher in an ideal teaching situation. In real life it is quite common to find the superior teacher handling a situation so complex as to leave the final outcome in doubt. The present case study deals with a situation of this kind as an encouragement to other teachers who are working their way through difficult problems.

*The Room.* This is a B<sub>4</sub> classroom equipped with desks which occupy most of the floor space. In the front of



the room are two library tables each equipped with six chairs. These tables have been made attractive with neat "runners," well chosen supplementary books, and a goldfish bowl. A screen behind the tables is covered with library posters and brightly-colored book jackets. At either end of the board are large, colored posters from the Dutch Air Lines and the Norwegian State Railways, respectively. On the front board are questions — "What We Want to Know" as follows:

## AIR CRAFT

What kind of wood is used in making airplanes?  
With what is a dirigible filled?  
How is a dirigible fastened to its mooring mast?  
What keeps airplanes in the air? etc.

## BOATS

Why do iron boats float?  
Who names boats?  
How was the first boat made?  
How fast can ocean liners go?  
Who made the first steamboat? etc.

On the right end of the long side board is a large, colored chart showing the evolution of ships and next to it "Our Log" typewritten on large sheets of newspaper and attractively mounted. Sample pages of the Log are as follows:

February 10. During our discussion period we had interesting pictures brought in. Norman brought in a picture of some dogs which are going

to race in a derby at Lake Tahoe. Selwyn showed us what the inside of the Pope's motor car looks like, and Eli brought a picture of "Bluebird," the racer that just made a world's record of 244 miles an hour. We decided to make an encyclopedia. This book is going to tell about travel. After this we talked about things we want to put in our book. Today we are going to see the Lindbergh picture.

February 11. The next day after we saw the Lindbergh film we got the map book and traced how Lindy went to Paris. We wrote imaginary stories about the "Spirit of St. Louis." Some of the stories were very interesting.

February 12. During the discussion period this morning Selwyn brought in a picture of a German glider. The piece spoke about the horse power the glider had. We want to find out what horse power means. We also want to find out more about gliders. Norman brought in a model airplane which he made with a mechanical set. It was a biplane. From now on we are going to choose someone to take charge of this period. The boat group got a start on their reports.

At the right end of the side board is an assignment of work to committees as follows:

#### Our Travel Committees

Travel with animals	(five children)
Trains	(six children)
Boats	(fourteen children)
Aircraft	(fourteen children)

It should be explained that the names of the children in each group are written in full on the chart after the appropriate group name. Apparently the sex differences in choice are marked, for the boys elected aircraft and the girls elected ships. The aircraft group is divided as follows:

Air mail	(three children)
Record flights and gliders	(four children)
Who's who	(three children)
War planes	(two children)
Airships	(two children)

On the front seats are several titles of books in sets of 5 to 10 copies each.

Headley — *How Other People Travel*

Scantlebury — *Little World Children*

Eaton — *The Story of Transportation*

Fox — *How the World Rides*

Chamberlain — *How We Travel*

Hardy — *Best Stories* — A Third Reader

Freeman and Johnson — *Child Story Readers*, Book IV

(This reader has a very good section on transportation.)

9 A.M. Flag salute. The class is a mixed group, average and inferior mentalities, several nationalities. After the flag salute the student chairman, a boy, took charge. He invited members of the class to read or explain clippings relative to transportation which they wished to present. In the main the children who responded had clippings relative to aircraft and boats.

The chairman and the teacher made comments when necessary and questions were asked by members of the class. The oral reading, in the main, was well done. A girl made a report on her visit to a local airport the day preceding (Sunday).

- 9 : 15 A.M. The room was darkened and a projector mounted to allow the placing of an outline map of the world on still film to be placed on the screen. Two boys made a tracing of this on two large sheets of Manila paper, the resulting outline to be used in a pictorial map of the world illustrating transportation. The other pupils were asked to read to themselves the section in *Child Story Reader*, Book IV, on "How Two Ideas Made the Railroad," pp. 168-174. Children read quietly for twenty minutes.
- 9 : 35 A.M. The teacher reminded the class that it had had trouble in using the dictionary the preceding week. The children were asked to take their dictionaries. The teacher called the attention of the class to several passages in the reader involving the words "success," "educate," "engine," and "fast," and the children were taught how to locate these in the dictionary quickly and easily.
- 10 A.M. The projector was put away as the outline map had been completed, also the readers. Children were then asked who had had trouble in locating easy reading material for group assignments. The teacher briefly suggested sources to those in difficulty. The class then broke up into groups as indicated in the committee assignments referred to above and continued

their research reading. The teacher continued to help groups and individuals find needed materials.

10 : 25 A.M. Recess.

**Evaluation.** No "launching" of this unit was needed as the children, themselves, proposed a study of aircraft after having declined to take any interest in an alternative unit on China. As will be seen in the committee assignments, interest is localized, the boys being interested in aircraft, the girls in boats. Great difficulty has been found in securing easy reading material, especially about aircraft. The children, as a whole, lack initiative and are apparently dependent upon the teacher to a marked degree.

The strong points as observed are: (1) the personality, skill, and attitude of the teacher; (2) the freedom of the children in taking part in the proceedings; (3) the interest shown by the boys in aircraft, by the girls in ships; (4) the energy shown by so many members of the class in bringing in illustrative material from home; (5) good oral expression as shown in explanations made by pupils of their materials; (6) good written expression as evidenced by the "Lindy" stories; (7) the acquisition of considerable information on aircraft and the consequent enlargement of vocabularies; and (8) attention to several phases of skill reading.

The problems involved are these: (1) the unit as a whole is too big for the class to handle; (2) great range of abilities, many less than average; (3) lack of reading material in certain fields; (4) lack of initiative in certain children; (5) lack of interest in many phases of the unit

which are most interesting to the usual class; and (6) the absence of any direct linking of the unit in hand to the content of social studies as outlined in the course of study.

This is the situation which confronts the teacher at this stage of her work. She is meeting the problems listed above quietly and skillfully as follows: (1) the unit has been cut down to "boats" eliminating everything else except that aircraft will continue to be discussed for its informational value at each early morning conference. All of the girls and most of the boys have shown interest enough in boats to warrant this change; (2) the unit "boats" is rich enough in itself to provide materials for all ranges of abilities; (3) the teacher will prepare some simple reading materials of her own; (4) the continuance of the early morning conference period will provide children with opportunities for self-expression, and careful assignment of group activities in the "boats" unit will lead to development of more initiative; (5) the factor of interest will have to be tested as the new unit gets under way; and (6) it is not planned to make the new unit an extended one. Through a study of river transportation the teacher expects to work into a study of the Congo which is part of the regular B4 course of study.

#### CASE TWELVE

##### A4 (High fourth grade)

*The Background.* The class, now A4, has been with the present teacher since September last. The children are Americans and Japanese together with a few Mexi-

cans. Mid-year (January) reading-comprehension grade-placements are as follows :

2.0	3.0	4.0	5.0	6.0	7.0
(2.8) 1	(3.5) 3	(4.5) 3	(5.7) 3	(6.5) 1	(7.5) 2
	(3.1) 1	(4.3) 1	(5.5) 3	(6.2) 1	(7.2) 1
	(3.0) 1	(4.2) 3	(5.2) 2	(6.0) 1	(7.0) 1
		(4.0) 3	(5.0) 3		
Total 34		Median 5.0 (B <sub>5</sub> )			

The daily program of this room is given herewith.

9 : 00-10 : 00 A.M.	Social studies
10 : 00-10 : 20 A.M.	Related English expression
10 : 20-10 : 40 A.M.	Music
	Recess
11 : 00 A.M.-12 : 00 M.	Related reading
	Noon
1 : 00-2 : 00 P.M.	Drill reading, art and physical education
2 : 00-3 : 00 P.M.	Skills and drills (arithmetic, spelling, etc.)

*The Room.* This is a typical conventional classroom seated with five rows of desks. The teacher's desk is at the front of the room together with a library table equipped with supplemental readers. On the cork board over the front blackboard are a few colored prints, a music chart, and two charts giving the proper procedure in oral reading. On the long board at the side of the room is a frieze in process of construction illustrating California Indian life, and on the bulletin

boards immediately at the right and left are newspaper and magazine pictures of California; one of these boards is devoted to San Francisco, the other to Death Valley. The rear blackboard is covered with cork and on this are mounted pictures of Yosemite Valley, a large outline map of California on Manila paper entitled "Travels of the California Bears' Club," and some compositions written by the children on California. A window box and an easel complete the equipment of the room in addition to a large relief map of California and a small table containing a few California missions done in soap. A small work table in the cloakroom is equipped with a paper cutter.

*Books.* The book equipment of the room, outside of the *Child Story Readers*, Book IV, is a set of Salisbury — *Boys' and Girls' California* (20 copies) and a collection of miscellaneous titles on California procured partly from the Elementary School Library and partly from the Public Library. Because it has been impossible to secure adequate reading material, the teacher has been compelled to write her own California stories which are placed on the board for the children to copy.

9 : 00 A.M. The children were asked to copy the current story on the board into their notebooks. This was a short description of the early trials of Father Serra at San Diego. In the meantime the teacher marked her register, collected lunch money, etc.

9 : 10 A.M. *Club Meeting.* This was begun by the class chairman calling for the flag salute followed by the Club "yells" (since the children are organized under



the title " California Bears' Club ") and the Club song, " California." This was followed by oral reports on California brought in by the children. Each report was followed by class discussion, comment and criticism largely of the positive and encouraging kind rather than mere fault finding. This material was based on (1) maps and pictures brought from home and (2) current news items on California found in the papers.

" Oral Reports " were followed by " Old Business " and " New Business " — the principal topic under discussion at present being San Francisco. " New Business " consisted chiefly in listing on the board questions on points regarding San Francisco on which the children needed further information. The Club then adjourned.

9 : 30 A.M. The teacher again took charge of the class and asked for criticism of the partially completed California frieze. The children commented on the fact that there were no acorn-bearing oak trees or berry bushes in the picture and that they should be included to give an adequate picture of how the Indians secured their food. The class decided that it would be wise to find out exactly what berry bushes grew in early California and a committee was appointed to wait on the Nature Study teacher in the building to ascertain the needed facts. The teacher raised this question — " Since our frieze has hills in the background what colors shall be used to represent faithfully light and shadow in a typical California scene? " The children went to the window to observe light and shade on the

low hills visible in the neighborhood. Since the room is on the ocean side and not the mountain side of the building a committee was sent to the front of the school yard to report on light and shade on the Sierra Madre Range.

A small group then went to work on the frieze while the remaining members of the class experimented on quick sketches of California hills, trying various color combinations to approximate the correct light and shade. During this period a great deal of freedom was evident in the room, voluntary comment and friendly criticism of one another's work but no disposition was shown to exceed the limits of good taste or to take advantage. The teacher was included in the conversation and her opinion and advice were frequently sought. She showed great skill in guiding the children's work when necessary and in refraining from unnecessary interference and direction.

10 : 00 A.M. Drawing ceased and the sketches were held up by the teacher before the class for comment and criticism. Out of this the class decided they needed to observe more closely light and shadow on our hills and mountains. The teacher suggested that the children notice also the shape of the hills in the vicinity.

10 : 10 A.M. The principal of the school had talked to the Club on Yosemite and the children learned that he had explored Mt. Lassen. It was proposed to invite him to make a second talk based on his Mt. Lassen trip and the class worked on a rough draft of a letter of invitation.

**Evaluation.** The strong points of this situation appear to be (1) the energy, vitality, and interest of the teacher herself; (2) the very informal atmosphere which encouraged freedom of speech, movement, and thought; (3) the fine reaction of the pupils to the situation and the teacher as evidenced in their affection and respect for her and their desire to forward the major interests of the group; (4) the very great teaching skill which held the group for one hour and twenty minutes without loss of interest through the provision of a variety of worth-while experiences; and (5) the "good learning" which was taking place as evidenced in oral and written expression, in the formation of good habits and in the acquisition of a considerable fund of information about California.

The only weak spots in the situation are the book equipment and the physical arrangement of the room. (1) It is very difficult to obtain supplemental books on California within the grasp of an average fourth year class. It should be possible, however, to provide sets of the two or three available titles and four or more sets of new and attractive work-type readers and appreciation readers. These are sorely needed by this class which has a reading ability much higher than is usual in the average fourth grade. (2) The teacher is not at fault in being compelled to teach in a room equipped with fixed desks, but it may be possible to take out at least one row and replace the desks with tables and chairs. A bookcase could easily be made by children of this age, painted in attractive colors and filled with new books suited to the interests of the members of the class. Some good colored prints of California scenes could be pur-

chased by the school to brighten up this "California room," and fresh flowers are always available in spring time.

## CASE THIRTEEN

## A4 (High fourth grade)

*The Background.* This is a foreign school and this A4 class is made up of twenty-eight Mexican, Italian, and American children. Reading-comprehension grade-placements of the class for the mid-year (January) are as follows:

3.0	4.0	5.0	6.0	7.0
(3.7) 1	(4.8) 2	(5.9) 1	(6.4) 1	(7.0) 2
(3.3) 1	(4.6) 1	(5.6) 4		
	(4.4) 3	(5.4) 3		
	(4.3) 1	(5.3) 3		
	(4.1) 1	(5.2) 1		
		(5.0) 3		
Total 28		Median 5.3		

This is (on paper) a bright group and the script of the play on "Water" which is the culmination of this unit of work does show considerable literary talent. The teacher believes that the test results are misleading, that the ability of the class as a whole is not above average, and that there are four or five children who are quite definitely retarded.

*Daily Program*

9 : 00-9 : 20 A.M.	Conference
9 : 20-10 : 20 A.M.	Activity period
	Recess

10 : 40-11 : 00 A.M.	Related English expression
11 : 00-12 : 00 M.	Reading groups Noon
1 : 00-1 : 45 P.M.	Arithmetic, reading and discussing thought-problems and more formal drills
1 : 45-2 : 00 P.M.	Checking arithmetic
2 : 00-2 : 30 P.M.	Physical education
2 : 30-2 : 45 P.M.	Penmanship
2 : 45-3 : 00 P.M.	Closing conference

*The Room.* This is seated conventionally with desks — the room is of minimum size allowing of very little free floor space. Over the front board are three large friezes made by the children depicting California life: (1) The Desert (2) Early San Diego (3) Early Los Angeles. There are two similar but longer friezes on the side wall depicting (1) The Pathfinders and (2) Covered Wagon Days. In one of the front corners of the room is a tall, glass-doored bookcase used for exhibit purposes. The windows are attractively draped with green curtains and in the center of the window wall is a bookcase painted green containing supplemental books. Along the side blackboard and in one of the rear corners are sections of scenery for the forthcoming class play in process of construction. A rear bulletin board is devoted to material illustrative of "Water" which is the unit of work on which this

class is working. A miniature cactus garden in a wooden box occupies a table in the rear of the room. The cloakroom is used as a work room and is equipped with a materials table. Another materials table stands in front of the room and near by is a table holding a modeled map of Southern California illustrating the sources and transmission of the water supply of Los Angeles.

*Books.* The following books are present in sets of 5 to 20 copies :

Salisbury — *Boys' and Girls' California*

Suhrie and Gee — *Story Friends*

Lewis and Rowland — *Facts and Fancies* (Fourth Reader)

Hall — *Viking Stories*

In addition there are a number of miscellaneous supplemental titles. Owing to the difficulty of obtaining good reading material in book form the teacher has been obliged to write considerable easy reading material of her own and mimeographed it for use by the children. The unit on "Water" is based upon a bulletin issued by the Division of Course of Study and has been supplemented by very helpful assistance from the Nature Study Division.

9 : 00 A.M. The teacher took charge of the room and announced that the children would continue working on their unit "Water" and that their research would be on the rocks in the Yosemite Valley based upon Salisbury, pp. 133-134. Questions covering this material had been placed on the front board before school began.

She asked for a few minutes to tell the story of El Capitan, bringing out the glacial origin of Yosemite Valley. This was not mere narration but was interspersed with questions to awaken the interest of the children and was varied by telling the Indian legend accounting for the origin of El Capitan.

9 : 20 A.M. The members of the class were dismissed to work in their respective groups. There were three of these: (a) Scenery, (b) Costumes, and (c) Research Reading. Children were in charge of the first two, the teacher in charge of the third. This latter group met with the teacher in one corner of the room, reading and discussing the description of Yosemite in the State Series California Geography (*Human Geography*—Smith, Book I). Some of the problems raised were —

- (1) Why is Yosemite a National Park?
- (2) What rules does the Government make for visitors to observe during their stay in the Park? *i.e.*, fire arms forbidden, to keep your camp clean, to preserve plants and flowers, etc.
- (3) What is an "active volcano"? A boy answered that "it was one which throws out fire and black stuff." The teacher agreed and asked if the class could find a piece of the "black stuff" in the exhibit case. After this was located the proper name, lava, was agreed upon.
- (4) How tall is "General Sherman" in the Sequoia Grove? How does it compare in height with our City Hall tower? How tall is El Capitan?

- (5) Where does the water come from which feeds the waterfalls in the Valley?
- (6) What is meant by a "control" on a mountain road? Why is it necessary? (This involved reference to the map, and the teacher assured herself that each child could point to the locations referred to.)

9 : 55 A.M. The research group read quietly to themselves to find the answers to questions on the board previously referred to, while the teacher checked the work of the other two groups. These had worked steadily and quietly, while the teacher was occupied with the reading group, with a minimum of noise and with only such conversation as circumstances demanded.

10 : 15 A.M. Clean up.

10 : 20 A.M. Recess

**Evaluation.** This is not a room likely to impress the casual visitor — the values are not on the surface. The teacher herself is so quiet, so well poised, so perfectly in command of herself that it takes time to find out that these admirable qualities are slowly but surely being transferred to each child in the room. The secret is three-fold: (1) an example of "good living" continually before the children in the person of the teacher; (2) a daily program of work which allows great freedom on one hand and, on the other, an imperative necessity to use that freedom wisely; and (3) constant, careful checking of each child's progress from day to day to prevent loss of time and effort.



The following questions occur to me: (1) Should not more visual helps be provided — a wall map of California, large pictures of California scenery, a pictorial map of California such as the one by Mora? (2) Could not more attractive books — newer, fresher copies replace those now on hand? (3) Would not a constant supply of fresh flowers be possible during these spring days? (4) Could not the outer row of desks be replaced by tables to advantage? (5) Is the hour devoted daily to arithmetic too generous an allowance? Should not children of this age have rather less arithmetic and more appreciative material — poems, stories, pictures, etc.? (6) Does the afternoon conference period which prepares for the next day, place value on the minor personal items reported on by the children out of their home and school life so as to give each child a sense of his importance and dignity as a member of the social group?

## CASE FOURTEEN

**A4 (High fourth grade)**

*The Background.* This A4 class consists of twenty-four Mexican children and four Japanese. There are no test records available later than October 1930 at which time the median reading vocabulary grade-placement was 2.8, reading comprehension grade-placement 2.8. The range in each case is unusually small indicating a homogeneous group and it is fair to suppose that after six months' reading grade-placements would center around the 3.4 mark, an apparent retardation of twelve months, due, no doubt, to the language problem.

*Daily Program*

9 : 00-10 : 30 A.M. Conference Period

Plans for the day

Discussions — questions

Contributions and selection of materials

Club meetings

Children divided into groups having leaders chosen by the children (remarkable discretion shown in choice)

Research, reading, oral and written English work fit into the club work. For example: Today each club group selected its own sources of information, read and jotted down important facts about four of our early California explorers. These notes to be used later in discussions and oral and written stories.

We are also doing research on our large unit of work, *i.e.*, El Camino Real. Construction work has begun.

Writing lessons and spelling work fit in at this time for we have many new words.

We close our conference by judging our accomplishments and plan for the next day.

10 : 30-12 : 00 M. Wholesome Living

Hygiene — Cleanliness inspection — Keeping chart (cleanliness) — Health habits

Free Milk — Breakfast club — Rest period

Physical education

Monday and Wednesday — games

Tuesday and Friday — stunts, self-testing events

Thursday — dancing

The children are divided into groups with leaders. They keep all records, measure and mark the field and endeavor to bring about fair play.

Natural World

Excursions — most of ours are field excursions  
Exhibits — Reading — Discussions

1 : 00—2 : 00 P.M. Appreciation

Music — Art — English

Creative work — Music — Art — Poetry

Original Stories — Dramatizing

One 55-minute library period per week — free reading

Training in Skills

Arithmetic — Vocabulary — Dictionary

Using of tools

Modeling

Sewing

We are preparing an operetta for Glee Club so any spare time is spent on costuming — scenery — dramatics — singing.

*The Room.* The room has been reseated to place a single row of desks next the window, then two double rows of desks placed closely together to conserve floor space, *i.e.*, each double row contains fourteen desks instead of seven. Next to the blackboard are four intermediate tables covered with linoleum each accommodating four to eight children. In the rear of the room is a single intermediate table with a chair for occasional use and next it a workbench with a linoleum-covered top and underneath a shelf for a few simple tools.

The teacher's desk is in one of the front corners of the room; behind it is a window box filled with ferns and other plants, and near by is an intermediate table used for booklets made by members of the class. On piers running up between the windows are two green bookcases containing supplemental books, and under and between these is a simple wooden box for mounted pictures which are classified under several heads.

On linoleum strips over the front board and on bulletin boards on rear and side walls are mounted pictures of the California Missions, a pictorial map of California prepared by the children, children's drawings illustrative of California life, graphs on children's progress in the academic subjects. A map of the United States is mounted on the front wall and a map of California on the side wall.

On one end of the long side wall is a low green bookcase containing supplemental books.

*Books.* The book equipment of this class consists of the following titles in sets of 5-10 copies each:

Suhrie, Gee — *Story Adventures*, Book IV

Pennell and Cusack — *Children's Own Readers*, Book IV

Perdue — *How Other Children Live*

Chamberlain — *How We Are Fed*

Hardy — *Best Stories*

Smith, Lowe, and Simpson — *Adventures in Reading*, Book IV

Gifford and Payne — *Red Feather's Adventures*

LaRue — *The Billy Bang Book*

Harper and Hamilton — *Winding Roads*

Lewis and Rowland — *Facts and Fancies* (New Silent Readers, Book IV)

Baker and Thorndike — *Everyday Classics*, Fourth Reader

Blaisdell and Ball — *Hero Tales from American History*

9 : 00 A.M. The teacher said " Good Morning " to the members of the class and inquired as to the health of several children who had returned after illness. The teacher proposed that the class work on its Mission activity as, on account of the teacher's absence from illness, the activity had been delayed. Before sending the children to work the teacher said she wanted to review a history story about Cortez and Montezuma. The background was supplied by a girl who told the story of Montezuma's castle and she was followed by several children who contributed additional facts to the story. This brief discussion was used as an introduction to the story of Juan Flaco told by the teacher with frequent reference to the map and frequent pauses for discussion. The story was told vividly and with evident enjoyment by the teacher, which was reflected in the interest and appreciation of the children. Difficult words — proper names and places — were written on the board to make meanings clear.

9 : 20 A.M. The class broke up into groups. Several groups worked on miniature California Missions which are being made out of straw-board. A large group, which is not interested in constructive work, sat with

the teacher to do some necessary research work on California geography as a contribution to the class as a whole, the particular topic being "Life in the Great Valley of California." The teacher moved from group to group, giving help where needed. It should be noted that while the children used the intermediate tables for workbenches all sawing was very carefully done so as not to mar or scratch the furniture. Many of the children showed great ingenuity in constructing the Mission buildings and constant reference was made to prints and books to ensure historical accuracy.

9 : 55 A.M. The children put away materials and made the room neat and clean.

10 : 00 A.M. Recess

**Evaluation.** The strong points are these: (1) Many teachers hold that an activity program is not possible in a standard classroom seated with fixed desks. Possibly this teacher's greatest contribution has been her adroit handling of this problem. Desks have been pushed together making ample open floor space next the wall and tables have been placed together in this space for the use of the constructive groups. Covering them with oil cloth has not only given the illusion of large work tables but has made them attractive and has protected them from possible misuse. A less clever teacher would have used lumber for her constructive activities, taken up valuable floor space, and over-crowded the room with materials. Realizing the limitations of her room she has confined her "Missions" to cardboard boxes which are easily handled and occupy little space. (2) The room is

exceedingly attractive but not over-decorated. A pleasing touch is seen in the cloakroom. In many school-rooms the vista through the cloakroom arches reveals coats, hats, and lunches. The teacher has concealed these and a view through the openings shows shelves attractively covered and backed with art paper. On the shelves are small vases and toys — spots of bright color to bring added joy to the children. (3) The attitude of the children toward the teacher and each other is courteous, kindly, and entirely free from strain or tension. There is evident enjoyment of the teacher herself and happy participation in the living experiences in the room. (4) The constructive work is rightly seen as means-to-an-end and the planning of the various Mission buildings requires careful research work and constant reference to prints and books. (5) Diction is emphasized — there is an almost complete absence of the mumbling so often heard from Mexican children giving reports in English. (6) The book equipment of the room has been carefully selected and the children are exposed to a wide range of reading matter.

Questions which arise from this situation are : (1) How can these California history stories be made most effective in classroom work? (2) How far is this unit of work on the Mission period connected up with the daily life of the children and with the California of today?

#### CASE FIFTEEN

##### A5 (High fifth grade)

*The Background.* The class is a "Z" A5, made up of 36 Jewish, Mexican, and American children. There

is one negro child in the group. The average reading grade-placement for this A5 class is about 4.3. The unit in hand is "Foods" with especial reference to Canada. The class is divided into four groups—farmers, fruit growers, dairymen, and fishermen. There are fifteen farmers and seven children in each of the remaining groups. Sex differences are apparently negligible, boys and girls composing each group indifferently. The teacher expects to carry on this unit until just before the Easter vacation and then follow it by short units on Mexico and South America.

*The Room.* This is seated with desks. There is very little free floor space except at the front of the room. Over the front blackboard are colored drawings made by the children. A colored outline map (washable) of North America is mounted on the front board. On the board itself are questions on fishing to be described later in the study. At either end of the front board are low bookcases filled with supplemental books. On the side board are outline maps of Canada made and colored by the children. Under these are five Whole-some Living Charts issued by the National Child Welfare Association. Next to these are charts containing individual records of the children's library reading. Written on the side board is an assignment for the fruit growers. In front of the side board is an intermediate library table equipped with six intermediate chairs. This is used for silent reading and is attractively covered.

On the rear board are colored charts relating to flour, yeast, and baking; a large Manila paper outline map



of Canada; mounted samples of children's compositions, most of them reports of recent lessons in cooking and agriculture which connected up with the classroom unit in hand. At the left end of the rear board is an oilcloth-covered exhibit table with bottled samples of various cereals. Below the windows is a long shelf holding miscellaneous titles of library books.

At the back of the front seat, in each row of desks, is a brightly colored poster. The rows are labeled respectively — "Farmers"; "Canadian farmers"; "Fruit Growers"; "Fishermen"; and "Dairymen." These posters indicate that the children in each row belong to the group of workers indicated by the poster.

The room is equipped with the following books in sets of 5 to 20 copies :

Nida — Science Readers, Book IV, *Animal Life*

Hardy — *Best Stories*, a Third Reader

Gates and Huber — *Make and Make Believe*, a Third Reader

Smedley and Olsen — *A Third Reader*

Carpenter — *Foods We Eat*

Shepherd — *A Geography for Beginners*

Freeman and Johnson — *Wonder Stories*, Book III  
(State Series)

Horn and Moscrip — *Learn to Study Readers*,  
Book IV

Stone — *Silent Reading*, Book IV

Allen — *How and Where We Live*

Patch — *First Lessons in Nature Study*

9 : 00 A.M. Flag salute and health inspection. The teacher used the positive and not the negative ap-

proach, complimenting those children who had made an especial effort to come to school neat and clean. Several children made book reports upon their library reading.

The teacher asked "How many of you had cereal this morning for breakfast?" Nearly all the children rose and a discussion took place as to why cereals were good for children. One of the children introduced the term "vitamines" which was explained briefly and simply by the teacher. Next, "How many had no coffee for breakfast?" Only a very few children had used coffee and a girl brought out the idea that "coffee makes you nervous and milk is better for you." Next, "How many of you have had candy this morning?" Only two children had offended in this respect, a good record. The point was brought out by the children that candy is not hurtful in itself but not advisable in the early morning.

Children were asked to report on recent trips. One boy told in an interesting manner about his trip to a dairy, another about a trip to a vineyard. It should be noted that both the "wholesome living" discussion, noted in the preceding paragraph, and the trips described "tied in" with the basic idea of foods in the class unit of work.

Two boys made excellent oral reports on recent experiences in the school gardening classes. Mildred told how to prepare macaroni for dinner. Three girls described the proper method of preparing cereal for breakfast. It might appear that this was useless repetition but each girl contributed at least one new

fact. The girls were very much at their ease, talked readily, used good English, and contributed directly to the class unit of work. After the reports were made the teacher commented briefly on certain needed improvements in expression, *i.e.*, to replace "the macaroni came big" by "the macaroni swelled in cooking."

9 : 40 A.M. Attention of the class was called to suggestions for group study and research as follows :

Fishermen. — Questions on front board based on Shepherd — *Geography for Beginners*, pp. 148-152. (1) Where is Newfoundland? (2) What is meant by the "Grand Banks"? (3) Tell all you can about a good fisherman. (4) Name four kinds of fish caught off the Grand Banks. (5) Where are the salmon fisheries? (6) Where do salmon lay their eggs? (7) Where do sardines come from?

Fruit Growers. — The following assignment on the side board : (1) *Wonder Stories* — "Picking Apples," pp. 243-247, (2) *Foods We Eat* — read Chapter 12 and prepare questions.

Farmers. — The teacher placed, in the hands of the children, mimeographed study-and-question sheets on farming in Canada which are based on material devised by the Visual Education Division but greatly shortened and simplified for this slow group.

Dairymen. — The teacher had each child in the group prepare the following scheme in his notebook :

<i>Name of Book</i>	<i>Name of Story</i>	<i>Page</i>
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Copies of Carpenter's — *Foods We Eat* were distributed and the "dairymen" agreed to find all sections in the

book relating to dairying and enter the name and page in the proper place. When the Carpenter book was exhausted, the children looked through other accessible titles and listed similar accounts of dairying.

10 : 15 A.M. Written work was put away. The teacher asked — "How many of you have learned poems suitable for your group?" A girl volunteered to recite a poem on "The Cow" as a contribution to the dairymen's group. The teacher encouraged the class to search farther so that as many appropriate poems as possible could be presented.

10 : 20 A.M. Recess

**Evaluation.** There are obviously many excellent features in this situation. Four are selected as outstanding: (1) The close connection of the unit of work with the regular A5 course of study; (2) the ingenious manner in which the teacher has made wholesome living, home economics, and gardening contribute to the unit; (3) the thoughtful, systematic way in which the regular A5 program has been "slowed down" and simplified so as to be within the abilities of a retarded group; and (4) the division of the class into elective groups to permit selection of work along the lines of individual interests.

Some questions arise in my mind as follows: (1) Do children in one group (*i.e.*, the fishermen) learn what they need to know about the subjects under consideration by another group (*i.e.*, the farmers), merely by hearing them talk? (2) Does the teacher check her results weekly to see that definite knowledge is being gained? (3) Does the wonderfully well-planned attack of the teacher lessen

the children's initiative by relieving them of responsibility which should really be theirs? (4) Are children being trained in the use of maps so that they can locate items quickly and accurately?

## CASE SIXTEEN

## A5 (High fifth grade)

*The Background.* The class is an A5 class containing several nationalities, the Mexicans being predominant. Comprehension-reading grade-placements for the mid-year (January 1931) are as follows:

2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0
(2.9) 1	(3.7) 1	(4.8) 1	(5.8) 2	(6.7) 3	(7.7) 1	(8.0) 2	
(2.6) 1	(3.2) 1	(4.2) 1	(5.3) 4	(6.5) 1	(7.4) 1		
			(5.0) 2	(6.4) 2	(7.1) 3		
				(6.1) 5			

Total 32      Median 6.1

The class unit is Mexico, the room is divided into committees on Food, Clothing, Shelter, etc. and the class is presided over by a "Prince," a "Princess," and two assistants. There are also two class secretaries, making an executive force of six persons.

*Daily Program*

9 : 00-10 : 25 A.M.	Unfinished business
	New business
	Discussion
	Research
	Conference
	Recess

10 : 45-12 : 00 M.	Arts and crafts Noon
1 : 00-2 : 00 P.M.	Appreciation period Individual help
2 : 00-3 : 00 P.M.	Games, dances, physical education

*The Room.* This is seated with desks in the conventional manner except that the four long rows of desks have been set closely together to provide open space near the windows. The long front blackboard is covered with drawings in colored chalk of animals, figures, and birds touched upon in the unit of work. In one of the front corners is a tall bookcase containing reference and supplemental books. The long side blackboard is used by the children to record questions on which they wish class discussion or individual help. At each end is a small linoleum-covered bulletin board used for mounting children's drawings. On the rear boards are mounted costumes, made by the girls for their Spanish dances, and additional drawings and mounted pictures. One of the rear cloakroom arches has been arranged to represent the entrance to the "House of Darkness." A table under the windows contains an exhibit of Aztec pottery and other objects relating to Mexico and nearby are two low tables containing books and magazines. A workbench occupies one of the front corners of the room next to two additional exhibit tables. Over the front board is a loan exhibit of colored drawings made by children in Mexico. The window drapes are red, white, and green—the Mexican national colors—decorated with the conventional Serpent and Eagle.

*Books.* The book equipment of the room consists of the following in sets of 5 to 20 copies each :

- Perkins — *The Mexican Twins*
- Franck — *Mexico and Central America*
- Perdue — *How Other Children Live*
- Gaines — *Lucita*

Owing to the difficulty of obtaining sufficient reading material on the children's level, the teacher will be compelled to write easy reading material for the purpose. She has, however, provided an ample supply of miscellaneous titles. Among the more interesting of these are :

- Foster — *A Gringo in Manana-land* (Dodd Mead)
- Gaines and Read — *The Village Shield* (Dutton)
- Lands and Peoples — Volume VII — *Latin America* (Grolier Society)
- Gay — *Pancho and His Burro* (Morrow)
- Morrow — *The Painted Pig* (Knopf)
- Squier — *The Bride of the Ancient Well* (Cosmopolitan Company)
- Baylor — *Juan and Juanita* (Houghton Mifflin)
- Coatsworth — *The Boy with the Parrot* (Macmillan)
- Long — *The Conquest of Montezuma's Empire* (Longmans)
- Janvier — *The Aztec Treasure House* (Harpers — Large illustrated edition, 1918)
- Smith — *Tranquilina's Paradise* (Minton Balch)

9 : 00 A.M. The class president and secretary occupied tables in the front of the room. These officers called

the roll and marked attendance. The girls' glee club consisting of eight children offered a song in Spanish.

#### Unfinished business

- (a) The physical education supervisor is to visit the class this week.
- (b) A boy offered to place additional designs upon the window drapes.

#### New business

- (a) Any boy or girl who wishes to speak or sing over the radio may make arrangements with K F V D. This station is anxious to give, on one afternoon each week, an opportunity to children to display their talents.
- (b) A boy reported that 36,000 Mexicans had returned to Mexico recently as there is not sufficient employment for them in California.
- (c) The principal has made a set of photographs of the various activities carried on in the room and a boy displayed them to the class, giving a brief comment on each picture.
- (d) A boy showed rotogravure pictures from the *Sunday Times* illustrating Central American life.
- (e) A girl made a reference to an allusion to an old Spanish custom made by Ripley in his "Believe It or Not" department in the daily newspaper.
- (f) The teacher called attention briefly to some new reference books she had secured for the room.



- (g) A boy showed a kodak picture taken in Mexico by his mother.
- (h) The teacher reported on some Spanish-American poets and read a few selections in English translation.
- (i) The teacher offered to show a stillfilm on Cortez' March to Mexico City, an offer which was gladly accepted by the class. A small white screen mounted on a roller on the front board was pulled down, boys darkened the room, set up the projector, and managed the slides. The film was entitled "Cortez and the Aztecs," made by the Stillfilm Company of Los Angeles. Children took turns in reading the titles and in commenting on the pictures as they were shown. These comments were usually explanations of what was to be seen in the picture, with supplemental comment based upon previous research reading. These discussions were often spirited as children were anxious to add to the very brief information given on the stillfilm and conflicting accounts taken from various texts had to be reconciled. Children helped each other in reading occasional difficult words — "wealth," "subdue," "invaders," etc.

9 : 50 A.M. The class president sent children, one by one, to secure books for research reading, setting the time allowance at twenty-five minutes in order to allow some time before recess for new work. The class presi-

dent assured herself that all children were at work promptly.

10:15 A.M. The children were asked to put their research reading away, come to order, and report on the interesting points discovered in the morning reading. One boy in particular, reading about Mexican hardwoods, reported that the text was difficult and that he read the easier parts and left out the hard parts, for which he was commended by the teacher. A girl said, "What is your source?" and he answered, "Industrial Mexico."

Recess.

**Evaluation.** The teacher tells me that this class was not particularly interested in Mexico at the beginning of the term. She managed to secure their interest to a high degree through an introduction to Aztec folk tales, from which the transition to Mexico proper was easily made. The excellent features of her work are (1) Her own enthusiasm, interest in, and knowledge of the subject; (2) her ability to secure a free, informal control of the room by the children themselves; (3) the mental alertness shown by the children in seizing upon new ideas, discussing them, and adapting them to the needs of the classroom; (4) the manner in which a North room has been made attractive through pictures, exhibits, curtains, etc., and the arrangement of the desks to give the coveted free floor space; (5) the richness of the unit on Mexico, which has been handled so as to make many contacts with the subject possible; (6) the motivation of oral reading through the reading of stillfilm titles aloud to the

class; and (7) in general, the "good living" which is the prime characteristic of the situation.

Some problems which occur: (1) Is not the "executive force" of six children unnecessarily large? Could not a president and secretary, holding office a week at a time, give the needed result and frequent opportunity of change? Is it necessary to call the officers "Prince" and "Princess" and so destroy the appearance of a real-life situation? (2) Was it necessary for the Princess in charge on this particular morning to send children for research material one by one? Could they not have been trusted to go as a group as they do in other informal rooms? (3) Could not the speakers be trained to speak clearly and distinctly at all times? (4) Could not more attention have been paid to a study of some of the phrases occurring in the morning's work as a means toward vocabulary building? *i.e.*, What are "ambassadors"? What is the difference between "awe" and "terror"? between "art" and "architecture"? etc. (5) Is it not wise to provide *specifically* on the daily program for a "skills and drills" period?

#### CASE SEVENTEEN

##### B6 (Low sixth grade)

*The Background.* This is a B6 class including a few A5 children who are attempting B6 work. The children come from good middle-class homes and there are no foreign language problems. Reading-comprehension grade-placements for the mid-year (February) are as follows:

## THE ACTIVITY PROGRAM

3.0	4.0	5.0	6.0	7.0	8.0
3.3	(4.9) 1	(5.9) 3	(6.7) 4	(7.6) 1	(8.7) 2
	(4.8) 1	(5.8) 2	(6.4) 2	(7.3) 1	(8.3) 1
	(4.5) 1	(5.6) 1	(6.2) 1	(7.0) 2	
	(4.4) 1	(5.4) 2	(6.1) 2		
		(5.3) 1			
		(5.2) 2			
		(5.0) 2			
		Total 34		Median 5.8	

## Intelligence Grade-Placements

4.0	5.0	6.0	7.0	8.0 or above
(4.8) 2	(5.7) 1	(6.7) 2	(7.7) 1	(10.6) 1
(4.7) 1	(5.6) 3	(6.6) 6	(7.5) 1	(8.8) 2
(4.2) 1	(5.5) 1	(6.4) 2	(7.2) 1	(8.3) 1
	(5.2) 2	(6.2) 1	(7.1) 1	
	(5.1) 2	(6.1) 1	(7.0) 1	
	Total 34	Median 6.1		

The two sets of test results agree fairly well but apparently a few of the higher mentality children are not working up to capacity.

The teacher's daily program will be found on pp. 30-31. *The Room.* This is seated with desks but considerable free floor space has been left in front of the room which accommodates a Roman chariot, a small exhibit table backed by an attractive, framed Maxfield Parrish print, a table equipped with a large-type typewriter, an Egyptian mummy case, and a collection of Roman spears and shields made by the children. Over the front board a frieze depicting Greek and Roman life

is in process of construction. Under the windows are two small materials tables; a "nature study" table which houses a live lizard, a horned toad, and a live rat; and a home-made bookcase painted green. Fresh flowers, attractively arranged, add to the appearance of this side of the room. Over the rear blackboard is a frieze picturing an oriental city, and on the cork-covered bulletin board in the other rear corner of the room are mounted children's drawings and compositions attractively typed on the large typewriter. The following is a sample:

#### CHILDREN OF GREECE

The children of Greece had the same kind of toys you have. The babies had rattles and the older children had dolls, toy horses, and carts. The children had nurses who took care of them. Only the very poor people had no slaves. When the children were seven years old, they were given a tutor. He was often a slave too. The tutor went everywhere the boy went, and at sunrise every morning the two went to school together.

On the side board is a large outline map of Europe on Manila paper partly completed, and a colored chart depicting the Acropolis in Athens. The cloakroom is used for the storing of supplies and supplemental books, and contains a small work table.

*Books.* The book equipment of the room consists of the following titles in sets of 5 to 20 copies each:

Bolenius — *The Sixth Reader*

Patch — *First Lessons in Nature Study*

Elson — *The Child Library Reader*, Book VI

Spencer-Gans-Fritschler—*The Thought Study Reader*,  
Book V

Condon — *The Wonderful Tune* (Atlantic Reader),  
Book III

Horn — *Learn to Study Reader*, Book V

Horn — *Learn to Study Reader*, Book VI

Wells — *How the Present Came from the Past*,  
Book II

Davidson and Anderson — *The Lincoln Readers*,  
Book VI

Mace and Tanner — *The Story of Old Europe and  
Young America*

Clark and Gordy — *The Early Story of Mankind*

Gordy — *American Beginnings in Europe* (Old Edi-  
tion)

Terry — *Tales of Long Ago*

Terry — *The Beginnings*

9 : 00 A.M. The period began by the flag salute led by a boy. Without further direction the class broke up into groups engaged in various activities. The following grouping was noted :

- (1) A girl was copying a report written in long hand on the typewriter
- (2) 22 children were seated at their desks hunting information needed for their activities — many of the children were copying pictures and designs from available books to be made into slides
- (3) 5 children were working on the frieze over the front blackboard
- (4) 2 boys were painting one of the wheels of the Roman chariot

- (5) A boy was making a Roman helmet out of cardboard
- (6) A boy was making a scroll mounted on two small wooden cylinders

The children worked steadily and with real enthusiasm with an occasional shifting of a few children from group to group. The teacher moved around the room giving help where needed. While the utmost freedom of movement and speech was permitted, the room was quiet and orderly and there was no disposition to abuse its privileges.

9 : 35 A.M. The room came to order and the children seated themselves to work on their research reading or on comprehension-reading of the work-type variety, using carefully graded assignments in half a dozen readers previously prepared by the teacher. An effort has been made to grade the material for each child according to his ability. During this quiet reading period the teacher moved from row to row checking and helping when necessary.

10 : 00 A.M. A change was made from individual to class reading. The children took a sixth reader and the teacher placed on the board :

Sixth Reader, pp. 19-21, paragraphs 15-26

- 1. Aeson traveled over the (sea, mountains)
- 2. It was (hot, warm, cold) in that district
- 3. The boy (was, was not) afraid to go into the cave, etc.

The children wrote the correct sentences on their papers selecting the proper word or phrase.

10 : 15 A.M. The teacher wrote on the board "cliff" taken from the text. "How does that help you answer Question One? What is the right answer?" (mountains) The word "snow" was written. "How does that help you answer Question Two? What is the right answer?" (cold) In a similar way the other questions were checked and discussed, the papers handed in, and the books collected.

10 : 25 A.M. Physical education.

*Evaluation.* The vitality, enthusiasm, and leadership displayed by the teacher make this an outstanding learning situation. Specifically, the strong points are (1) the careful arrangement of a conventional classroom which permits the presence of a great deal of material and equipment without undue crowding; (2) as a factor contributing to this end the teacher has kept her constructive work on a modest scale so that materials are easily handled; (3) the very great freedom of speech and movement enjoyed by the children without resulting noise or confusion; (4) the "good living" which goes on in the room made possible by a variety of attractive and worth-while experiences; and (5) the very careful grading of reading materials to the ability of the individual children.

Questions: (1) Why is the morning conference — news, new materials, new business, etc. — which is so delightful and helpful in other rooms entirely absent from this room? (2) Why is there not more opportunity for pupil leadership? (3) Is too much time given to work-type reading? (4) Is there not danger of making



the work academic rather than socialized? (5) Could there not be a more adequate map equipment? (6) Could not a row of desks be removed and replaced by tables?

## CASE EIGHTEEN

## A6 (High sixth grade)

*The Background.* The teacher is a departmental teacher of social studies in a very large neighborhood (foreign) school. A shift in program which has been made replaces the old scheme of many short periods per day by a new one whereby the teacher has a few classes for much longer periods. A typical day's program is as follows:

9 : 00-9 : 05 A.M.	Home room class
9 : 05-10 : 25 A.M.	A6
10 : 30-11 : 10 A.M.	B6 (first section)
11 : 15-12 : 00 M.	A5
	Noon
1 : 00-2 : 55 P.M.	B6 (second section)

The class observed was an A6 class of Mexican children together with a few Americans and one Japanese. Mid-year reading comprehension grade-placements are as follows:

	4.0	5.0	6.0	7.0	8.0	9.0	11.0
14 (4.2-4.8)	2		1	6	2	1	2
	Total 28			Median 5.1			

This is a case where the median of 5.1 means exactly nothing. The class is sharply divided into two groups,

the median of the lower group being 4.3, of the upper group 7.6. The teacher is, therefore, compelled to arrange her work to care for reading abilities extending from a reading grade-placement of 4.2 at one extreme to one of 11.0 at the other. She does this successfully by a minimum of class work and a maximum of individual and small-group teaching.

*The Room.* This is a conventional upper grade classroom equipped with desks allowing very little free floor space. The teacher's desk is in the front of the room; at one side of the desk is an intermediate materials table, at the other side two tables have been placed together to make a library table on which is a supply of books, magazines, and pictures. In one of the front corners of the room is an exhibit table with background and miniature clay figures illustrating Egyptian life. A similar table under the windows contains small models of Egyptian ships, water wheels, etc. made by the children. Over the front and rear boards are large colored posters, one a commercial print of a Knight in Armor, the other, made by the children, represents Primitive Life. On the long side board, which is entirely covered by cork linoleum, are large maps and other posters on the Age of Chivalry. Similar posters are displayed on the cork-covered board in the rear between the cloakroom doors and on a rear corner board. In the cloakroom are two large cupboards, one containing nature study material, the other supplemental books. The medieval idea has also been carried out in the long window drapes, mounted Knights in Armor having been drawn and

colored in crayola on the lower portion of each curtain. On the front board near the teacher's desk are three large Manila charts containing outlines on Medieval life.

*Books.* The room is equipped with the following titles in sets of 5 to 20 copies each :

Harding — *Old World Background of American History*

Hall — *Our Ancestors in Europe*

Gordy — *American Beginnings in Europe*

Clark and Gordy — *What Men from Europe Brought to America*

Warren — *King Arthur and His Knights*

Blaisdell and Ball — *The English History Story Book*

Carpenter — *Europe*

Chamberlain — *How We Are Fed*

Chamberlain — *How We Are Sheltered*

Chamberlain — *How We Are Clothed*

Carpenter — *The Foods We Eat*

Aitchison and Utley — *Across Seven Seas*

Carpenter — *The Houses We Live In*

Blaisdell and Ball — *American History for Little Folks*

Hancock — *Children of History — Early Times*

Hancock — *Children of History — Later Times*

Terry — *Tales from Far and Near*

Terry — *Tales of Long Ago*

Terry — *Lord and Vassal*

Barrows and Parker — *Europe and Asia*

Barrows and Parker — *Southern Lands*

Clark and Gordy — *Early Story of Mankind*

Bass — *Stories of Early Times in the Great West*

Beard and Bagley — *A First Book in American History*

Mohr, Washburne, and Beatty — *Babylonia and Assyria*

In addition there is a generous collection of miscellaneous titles relating to the social studies as well as magazines.

9 : 00 A.M. The teacher greeted the class with a " Good morning, boys and girls " and called the roll. Being Monday, the teacher suggested that the class make an especial effort to display good citizenship in preserving good order in the halls. (This was the teacher's home room class and was dismissed to go to another teacher, the new class coming to her on the departmental program being an A6).

9 : 05 A.M. The new class was allowed a few minutes for quiet study in two books on European Background of American History (Harding and Jennie Hall), the assigned topic — " Plan of a Monastery," Hall, p. 315, Harding, pp. 216-218.

9 : 15 A.M. The teacher reminded the class that they had just begun to study monastic life at its last lesson. The class was led into a discussion of the organization behind the monasteries and an effort was successfully made to show how the Church became powerful during the early Middle Ages through the efforts of the popes, archbishops, priests, and members of the various

monastic orders. A contrast was drawn between the priests who remained "in the world" as parish priests and those who withdrew "from the world" as monks. Reference was made to castle life as a self-contained social and economic unit with which the class was already familiar and the similar organization of a typical monastery which provided completely for its own needs.

The children were given small slips of paper and on these they wrote lists of the occupations common to monasteries as found in a plan of a typical monastery shown in Jennie Hall, p. 315. When the lists were complete several were read for the comparison involved and a discussion took place over the meaning of such unusual words as "cooper," "refectory," "dormitory," "novices," etc. The teacher helped to clear up the meaning of "novice" by showing the children a page in Harding (p. 223) which explained the training of the monks. In the same way puzzling terms were explained and made clear by reference and discussion. Since so many of the children were Mexican and presumably Catholic there was great interest in and sympathy with the ideals of monastic life. The children were very adroit in finding helpful material in Hall and Harding, showing that the physical manipulation of books offered no particular problem. In concluding this study period the teacher referred to the study outline on the board, stressed items she wished investigated for the next lesson and gave hints as to helpful sources of information.

9 : 40 A.M. Brief recess.

9 : 45 A.M. The children broke up into several groups following out their particular interests. The following occupations were observed :

- 10 children elected to continue their study reading
- 11 girls worked on small pieces of " tapestry " illustrating medieval life
- 2 boys worked on an outline map of Europe they are preparing for the class
- 3 boys continued work on the colored posters being prepared on muslin

The teacher moved from group to group giving help where needed. The children were free to talk and to move around as they pleased but the room was unusually quiet, not so much from any attempt at suppression as from the standard of correct behavior set up and observed by the class itself. Occasionally a child moved from one group to another but in the main the children worked very steadily with the groups which they had chosen in the first instance.

10 : 25 A.M. Books and other materials were put away and class dismissed.

**Evaluation.** Many strong features are present in this situation: (1) a very attractive room; (2) a wealth of reading material of a wide range of difficulty from very simple to more complex; (3) a patient understanding of slow children which senses their problems and helps to meet them; (4) good training in right study habits; (5) insistence on real scholarship and a complete absence of the familiar " Oh, they are only Mexicans and can't

learn anything " attitude; and (6) a fine spirit toward the work and self-respect based on accomplishment.

Some questions: (1) Why are the reading abilities of many of these children only at the fourth grade level after five and one-half years in school? (2) Why was there no " conference period " which has been developed so successfully in neighboring schools? (3) What system of check-up does the teacher use to ensure the mastery of the desired information and skills?

#### CASE NINETEEN

##### A6 (High sixth grade)

*The Background.* This is a class of American children from middle class homes. There are a few foreign children in the room. Apparently test data on this class are not available.

*The Room.* Across the front of the room are six large colored posters prepared by the children on primitive life. Underneath are two pictorial maps of Mexico and a large chart, " The Staircase of Time," in process of construction. At each front corner of the room is a green bookcase with many supplemental books. Over the side board is a rack with seven wall maps and at the right are two large colored charts from the Visual Education Division. At the rear there are three colored travel posters from the Royal Dutch Air Lines, The German Tourist Association, and the Norwegian Railway Bureau, respectively. A bulletin board in the rear corner of the room is devoted to individual records of library books read by the children.

The room is seated with five groups of tables, four tables to each group. Since there are eight intermediate chairs to a group, the room accommodates forty children. One group of tables is covered with oilcloth to accommodate pasting, etc.

*Books.* The following titles are accessible in sets of five to twenty copies :

Terry — *History Stories of Other Lands*, Book II

*History Stories of Other Lands*, Book III

*History Stories of Other Lands*, Book IV

Dopp — A mixed set, a few copies each of

*The Tree Dwellers*

*The Early Cavemen*

*The Later Cavemen*

*The Early Sea People*

Wells — *How the Present Came from the Past*, Book II

Carpenter — *Europe*

Blaisdell and Ball — *The English History Story Book*

Spencer, Goss & Fritschler — *Thought Study Readers*,  
Book V

*Thought Study Readers*, Book VI

Hillyer — *A Child's History of the World*

Burton and Holmes — *Egypt*

Blaisdell — *Stories from English History*

Hillyer — *A Child's Geography of the World*

Barrows and Parker — *Europe and Asia*

Perkins — A mixed set of the *Twins* series, chiefly

*The Belgian Twins*

*The Italian Twins*

*The Swiss Twins*



Barnard and Tall — *How the Old World Found the New*

Freeman and Johnson — *Child Story Reader*, Book VI

Mohr, Washburn, and Beatty — *Egyptians of Long Ago*

9 A.M. The class was composed of thirty-two A6 children. The teacher marked her attendance and called for the flag salute. She then sat down at a table with the children and discussed an auditorium program to be given later in the week; suggestions were made, criticized, and accepted by children and teacher. Several children asked permission to give their book reports. Three reports were given on three types of leisure reading, to the enjoyment of the members of the class. These were based on library books.

9 : 15 A.M. Children separated into three reading groups — made easy by the arrangement of tables. While the basis of grouping is reading ability, this is a very good class and differences in the ability of the three groups is slight. The children used this period for "browsing" in search of material for the program to be presented — poems, stories, or narratives suitable for informal dramatization. While free choice of books was allowed, the majority of the children selected two new readers, *Child Story Book VI* and *Thought Study Book V*. The children made notes as they found usable material and commented occasionally to their neighbors although there was relatively little conversation as the children were too busy and interested to

talk much. The teacher moved from table to table giving help as requested. One small group retired to the hall to thrash out some knotty problem. One child discovered that there were good poems in the language text provided by the State.

9 : 40 A.M. Reading groups broke up and books were placed back on the shelves to leave the tables clear. Many of the children were reluctant to leave their books as they had found good material. The teacher asked how many children had located what they were searching for and a very brief, informal discussion took place in which the children mentioned the titles of stories or poems which seemed suitable.

9 : 45 A.M. The social studies period began with a resumption of the class discussion on France, preparatory to an imaginary trip to France. The teacher mentioned that there was some dispute over the question as to whether farms in France were on level or hilly land and the children were asked to look in their texts to settle the question. An informal discussion brought out the idea that in the north and west of France the farms were level, in the east and south they were on hills or on the slopes of river valleys. The teacher then asked for a comparison of farms in France with those in America. On the board was written

France	United States
Small farms	Large farms

The children selected passages from the text in geography proving these facts. Several children brought out the idea that whereas 50 to 100 acre farms are not uncom-

mon in our country, the average French farm contains 10 acres and that the French farmer compensates for this by (1) intensive farming and rotation of crops and (2) by living in villages and not on the farms in order to save ground space otherwise occupied by farm buildings. The meaning of "rotation of crops" was made clear in class discussion and several children gave illustrations of rotation. Comment was made on our California custom of planting surface crops between rows of citrus trees to be plowed under to enrich the soil.

The next point of difference was that in the United States farming is done by the farmer and his boys or hired men, whereas in France the whole family, including the women, work on the farm. A discussion took place on village life in rural France and it was brought out that the people were interesting, sociable, thrifty, and spontaneous. Other village occupations mentioned were flower raising, marketing, knitting. Comment was made on flower raising along the Riviera, what flowers are used for perfume, how much perfume costs, how perfume is made. The boy who was making these comments was made the target for several questions asked by class members.

The discussion was put back on the "main line" by asking the children what other characteristics the travelers might expect to see in the French people they would meet on their trip. The contrast was brought out between styles in clothing of the peasants in rural France and the wealthy classes in Paris. A boy mentioned the fact that a recent news reel showed

a local fashion show exhibiting Parisian models in dresses and coats and brought out the fact that our country looks to Paris to set the styles in clothing.

The kindness of the French people to Lindbergh was mentioned and a brief discussion took place about the Eiffel Tower as a milestone in his flight.

10 : 20 A.M. The teacher then asked for a pupil to summarize the outstanding characteristics of the French people as brought out in the preceding discussion. As each point was mentioned the speaker was asked to substantiate his statement by a concrete illustration.

10 : 26 A.M. Recess.

**Evaluation.** The obviously good points of the situation as reported are: (1) wealth of supplemental material; (2) flexible seating arrangement; (3) kindly attitude of teacher which encouraged free expression at all times; (4) utter disregard of the visitor in the room, showing that pupils are used to accepting adults as members of their group without question; (5) social training in taking one's turn to speak without trespassing on another's rights; (6) training in oral expression; (7) experience in finding needed information and materials unaided by the teacher; (8) initiative in planning a program; and (9) acquisition of a definite amount of knowledge about French characteristics.

Questions which arise are: (1) Could the teacher have shared her responsibility with the class in the social studies period more than she did? We must remember that this is a new class to the teacher and that it is the first month of school when it may be necessary to keep

the direction, for awhile, in the hands of the teacher. (2) Would it have been possible to have decided the day before that each of the five groups would be responsible for a definite part of the discussion; one group on French farm life, another on perfume manufacture, another on Paris as a fashion center, etc.? (3) Should the excellent summary asked for by the teacher at the end of the period have been anticipated at the beginning as a statement of aims?

Plan of work as a whole. During the preceding semester the teacher had made a winter trip to the Mediterranean the basis of her work, to be followed by a summer trip to Northern Europe during the second semester. The Mediterranean trip was very successful and as by-products of the semester's work were three class booklets which are on file in my office, "A Mediterranean Cruise," "Winter Cruise," and "Strange Places, Strange Faces."

#### CASE TWENTY

##### B6 (Low sixth grade)

*The Background.* This B6 class is composed almost entirely of Mexican children, twenty-nine in number. They come from fairly good homes but under the handicaps imposed by a limited social background and a foreign language. The class has been deliberately "mixed" -- *i.e.*, the homogeneous grouping has been broken up and a wide range of abilities are present. The teacher, who has been many years in the school, feels that the mixed group is far preferable to the homogeneous grouping for the reason that children are gain-

ing experience in the type of group-living which they meet outside of school at present and will meet later in adult life. She finds that the limited mentalities need contact with the better ones and that the child underprivileged in one direction may have some special aptitude which enables him to render a real contribution to the group.

*The Room.* This is seated with desks except that in the rear of the room are two large library tables placed together and flanked by a third and longer table, the whole equipped with ten library chairs. On the tables are containers holding paste, rulers, scissors, and pens. A large fern affords a restful spot of color. In the front of the room are two library tables placed end-to-end and equipped with six chairs, an attractive bowl of flowers, some supplementary books and a file of magazines. Two large wall maps, one of the world and the other of Europe, are mounted on the front board. In one corner of the room in front is a screen on which are mounted various "pre-historic" weapons made by the pupils and under each is a brief explanatory statement. Other weapons are exhibited on a table immediately in front of the screen. Against the center of the front board is a low bookcase containing books for supplemental reading. On the side board are written assignments for the day's work. The rear boards are covered with linoleum, a small corner board contains printed library book lists, a large board carries graphs of progress in completed units of work, outlines for further study, and a large pictorial map of Egypt.

*Books.* The following titles are accessible in sets of 5 to 20 copies :

Mohr, Washburne, and Beatty — *Egyptians of Long Ago*

Lewis and Rowland — *Silent Readers*, Book V

Spencer, Gans, and Fritschler — *Thought Study Readers*, Book V

Hillyer — *A Child's History of the World*

Terry — *Tales from Far and Near*

Terry — *Tales of Long Ago*

Clark and Gordy — *The Early Story of Mankind*

A set of Compton's *Pictured Encyclopedia*

Single copies of Van Loon — *The Story of Mankind*

Coffman — *The Child's Story of the Human Race*

9 : 00 A.M. A message from an absent child, who is ill, was brought by a fellow pupil and the teacher proposed having a letter box in the room in which children could deposit letters to the sick girl. The teacher volunteered to deliver the letters in person. It appears that this class owns a class tree, planted by it and named in honor of Theodore Roosevelt. Inquiries were made as to its present welfare and a group of boys caring for it made a brief report. The teacher commented on characteristic similarities and differences between the class tree (a plane tree) and its California cousin, the sycamore. The children were asked if they knew Joyce Kilmer's "Trees." Comment was made on the pathos of his untimely death and the poem was read by the teacher. Several children had located poems about trees in honor of the Arbor Day season

and one boy remarked — “ My brother has a book full with poems and it has ‘ America For Me ’ in the end and I read that and I went on reading till I nearly read the whole book ! ” The attention of the class was called to an anthology of children’s verse on the teacher’s desk.

9 : 20 A.M. The teacher went over with the class the assignment on the side board which read as follows :

### The Egyptian Pharaohs

1. The first Pharaohs known (Hillyer, pp. 28, 38)
2. The Pharaohs’ appearance (Mohr, Washburne, and Beatty — pp. 108-119)
3. Sources of Pharaoh’s wealth
4. Why the Pharaoh was powerful
5. The Pharaoh’s army (Mohr, Washburne, and Beatty -- pp. 106-109, 113-115)
6. The Pharaoh as builder — pyramids, hill-tombs, sphinx, temples (Consult Hillyer, Gordy, Compton, Coffman)
7. The luxuries of the Pharaoh (See National Geographics)
8. The Pharaoh’s slaves (See Mohr, Washburne, and Beatty)
9. How the great wealth of the Pharaoh affected him and his nobles
10. A great invention developed in these ages and why it was needed

The children were asked to base their research reading on the topics in the assignment except that a group of



five children was asked to work intensively on topics 1 and 6. When the assignment was made clear, the class broke up into groups of from two to six children, located themselves where they wished, and proceeded promptly to work, the teacher moving from group to group giving help where needed.

10 : 00 A.M. The class was called together for discussion of the material covered in the research reading. As each question was stated a child volunteered to answer it. The answers were clear, definite, interesting, and especially valuable in bringing up supplemental points for further discussion. For example, in answering the question — "How long ago did the early Egyptians live?" the point was raised — "What do A.D. and B.C. mean?" the teacher finally clearing up the matter by a simple diagram on the board. The boys were greatly interested in discussing the Pharaoh's personal appearance, particularly his ornamental beard. The teacher's keen sense of humor here added to the enjoyment of the situation and her strong common sense kept the discussion on an even keel. A boy spoke of the Pharaoh being carried by slaves in his chair of state but was corrected by another pupil who stated that the Pharaoh was carried either by personal friends or great nobles who held it an honor to serve their ruler.

In discussing the topic, "The wealth of the Pharaoh," it was brought out that his great wealth, accumulated through taxation, was augmented by gifts from strangers or foreigners sojourning in Egypt and

this was seized upon by the teacher to set the problem, "Why were there so many foreigners in Egypt? What were they doing and why was it good policy for them to be on good terms with the Pharaoh?" This was discussed by the class until the points were clarified.

10 : 20 A.M. Recess.

**Evaluation.** This lesson should be seen in its proper perspective. The teacher explained at recess that all discussions from day to day are finally woven into a major topic which is used as a unifying center. Up to date the class has crystallized its work on Egypt around four topics (1) Agriculture, (2) The Nile, (3) Home life of the poor, and (4) The harvest. The present discussion is contributing to a fifth topic -- The Pharaohs -- which is being organized into three sub-divisions, (a) sources of wealth, (b) uses of wealth, and (c) results of wealth.

The strong points of the period observed are apparent in the description; possibly the most striking feature is the stress laid upon accurate knowledge and pride in scholarly accomplishment. Although these are Mexican children they are not asking favors on account of limited opportunities. They are doing their work in a sound, thorough manner which could be emulated with benefit in many American schools. This teacher knows how to handle foreign children, capitalizes their strong points, and leads them to respect themselves and their work. The earlier part of the period devoted to the children's more personal interests was very evidently based upon the desire to extend the children's rather narrow circle of interests as far afield as possible.

Questions which come to my mind (1) Does the art teacher in the building use, in her art classes, material developed in this Egyptian activity? (2) Was the attention of this class called, by the music teacher, to the presentation of the grand opera, "Aïda," on the previous evening? (3) Could the matter of Pharaoh's appearance have been cleared up more effectively by appointing a committee to create a costume for Pharaoh out of such materials as could be secured at home and school? (4) Would a room organization — chairman, secretary, etc. — have been helpful or merely time-consuming? (5) Is the work in danger of becoming too academic and bookish?

## CASE TWENTY-ONE

## B6 A6 (Low and high sixth grades)

*The Background.* This is a badly retarded B6 A6 group of American children from rather under-privileged homes. There are a few foreign children in the class. Reading-comprehension grade-placements for May 1931 are as follows:

<u>2.0</u>	<u>3.0</u>	<u>4.0</u>	<u>5.0</u>	<u>6.0</u>	<u>7.0</u>	<u>8.0</u>
(2.9) 1	(3.9) 1	(4.8) 1	(5.9) 1	(6.3) 1		(8.5) 1
	(3.8) 1	(4.4) 5	(5.7) 4	(6.0) 1		(8.4) 2
	(3.6) 2	(4.3) 2	(5.3) 1			
		(4.2) 1	(5.2) 3			
		(4.0) 1	(5.0) 1			
Total 30			Median 4.9			

Chronological grade-placements of the same date are as follows:

<u>5.0</u>	<u>6.0</u>	<u>7.0</u>
(5.9) 1	(6.9) 1	(7.7) 1
(5.6) 3	(6.8) 3	(7.5) 1
(5.5) 1	(6.6) 3	(7.4) 1
	(6.5) 2	(7.2) 1
	(6.4) 3	
	(6.1) 5	
	(6.0) 1	

Total 27    Median 6.4

The median intelligence quotient is 94 --- ranging from 69 to 107, twelve of the children being in the dull-normal category.

### *Daily Program*

9 : 00-9 : 15 A.M.	Flag salute
	Room business
9 : 15-9 : 40 A.M.	Social studies conference
9 : 40-10 : 15 A.M.	Group activities
10 : 15-10 : 30 A.M.	Conference and reports
	Recess
10 : 45-12 : 00 M.	Related reading and English expression
	Noon
1 : 00-2 : 15 P.M.	Art
	Reading for pleasure
	Arithmetic
	Recess
2 : 30-3 : 00 P.M.	Music
	Skills and drills

*The Room.* This room is seated in a unique way consisting of three rows of desks next the blackboard, two full rows on the inner side, and a shorter row on the outside to allow place for the teacher's desk at the end of the short row. This appears to be the best solution found so far of the problem of placing the teacher's desk. Next this outer row of desks is an intermediate table and two chairs, and next the window five intermediate tables equipped with two chairs to each table for the children's use. Each table is attractively equipped with a blotter in gay colors, a bowl of fresh flowers, ink stand, pencils, and other necessary room materials. Attractive, blue gingham curtains brighten the windows. In the front corner of the room is a large cardboard "castle" eight feet in height surrounded by a moat and wall. On the front board are wooden and cardboard shields, swords, and bows and arrows decorated in bright colors. These have been made by the children in their medieval unit of work. Along the chalk rail on this front board is a display of the diaries made by the children. Along the side board is a collection of "tapestries" made by the girls, each based on some design suggested by the Age of Chivalry. Over the front and side boards and on the rear board are large cartoons or posters in color, carrying out the medieval idea. A small table in the rear of the room contains library books, and another small table holds a miniature theater. The shelves in the cloakroom contain additional supplemental books. A screen masks the entrance to one of the cloakroom arches and on this are mounted

linoleum panels which have been carved to represent medieval scenes.

The impression of the room is most pleasing. Considerable skill has been shown in utilizing the floor space of a conventional room so as to make the room useful and at the same time attractive.

*Books.* The following titles are available in sets of 5 to 20 copies each :

Clark and Gordy — *What Men from Europe Brought to America*

Tappan — *The Story of English History*

Warren — *King Arthur and His Knights*

Warren — *Robin Hood and His Merry Men*

In addition there are many copies of miscellaneous titles on medieval life of the type of Tappan's *When Knights Were Bold* which is an invaluable reference for this unit of work.

9:00 A.M. The teacher said "Good morning" and called for the flag salute which was led by one of the boys. The Course of Study Division had asked the class to make a map of medieval castles. The teacher asked the children to help by taking the map of Europe in their textbooks and locating the desired places. The following locations were found and discussed — Edinburgh, Paris (Château Gaillard), Warwick, Granada (the Alhambra), London (the Tower). These names were placed on the board, accompanied by a running fire of comment and explanation by class and by teacher.

9 : 30 A.M. The class was dismissed to go into group work. The distribution of groups was observed to be as follows :

- (1) 14 girls (Guild of Tapestry Workers) completing their tapestries
- (2) 3 boys (Illuminators' Guild) making illuminated manuscripts
- (3) 4 boys (Wood Carvers' Guild) making wooden and linoleum book-ends
- (4) 2 boys "touching up" a faded poster with fresh color
- (5) 2 boys working on the map referred to above
- (6) A boy reading silently
- (7) 3 boys making frames out of pasteboard to hold "stained glass," probably cellophane or onion skin paper

10 : 10 A.M. Clean up.

10 : 15 A.M. Conference period. This was given over on this particular occasion to a boy who had made a "moving picture" in the miniature theater of "How Maid Marian Meets Robin Hood in Sherwood Forest." The "producer" began by mentioning the names of the children who had assisted him in making the picture and followed by outlining the "scenario" of the picture. The picture was then shown and the producer read the titles and explained the various scenes which had been drawn in crayola on a long roll of Manila paper.

10 : 30 A.M. Recess.

**Evaluation.** A class of children, fifteen months retarded, presents many problems, social as well as academic. With the average teacher they would be kept hammering away at textbooks. They would be given intensive drill on formal subject-matter resulting in a state of mind which would bode little good for the next teacher to receive them. The present teacher, by some miracle, has made them into a happy, enthusiastic, kindly, and courteous group of children. In addition they have learned a great deal about the Age of Chivalry, have learned how to use books, how to help themselves, how to express themselves readily, verbally and in writing.

Questions: (1) Should there not be a wall map of Europe provided for ready reference? Could the teacher not provide railway or steamship maps of France and England to show detail not visible on the ordinary map? (2) Is care taken to secure *exact* knowledge? Warwick is not pronounced War-wick nor is it on the Thames River. (3) Are ample visual aids available at all times? (4) Is magazine material filed away alphabetically for ready reference? (5) Could something be done to draw the small group of girls who were somewhat passive into more complete participation in the "good life" of the room?

One does not wish to conclude this study without referring once more to the sweet and charming courtesy shown by the lovable children who compose this class. If the primary aim of education is to secure and maintain the "good life," this teacher has been most successful in her work. It is not the least of her accomplishment that she has given the children, as well, a sense of accomplishment in their academic work.



## CASE TWENTY-TWO

## A6 (High sixth grade)

*The Background.* This is a heterogeneous group of 35 A6 pupils with a wide range of abilities, purposely "mixed" so as to provide as many types of social contact as possible. About half of the children are Mexican; the remainder are American, Irish, and one Scotch boy. Mid-year tests (February) show a median intelligence grade-placement of 6.1, a reading-comprehension grade-placement of 6.0. The intelligence grade-placements range from 4.8 to 12.9, the reading-comprehension from 4.2 to 8.5.

*The Room.* The room is extraordinarily attractive — a revelation to one who sees so many bare, barren and meager conventional classrooms. It is seated with eighteen library tables of different heights so that all children may be made comfortable. Each table has two library chairs. The tables are arranged in a hollow square except that at the rear of the room are two rows of two tables each, facing toward the front. On *each* table are fresh flowers, pens, pencils, books, a calendar, and other conveniences. In each of the front corners of the room is a library table equipped with attractive books and magazines. The front board is covered with monks' cloth on which are displayed pictures and charts illustrating medieval life. There are two large wall maps on the side board, the World and Europe. At the right end of this board is a bulletin board covered with cork linoleum on which are posted current event clippings. The rear board is

covered with cork linoleum and is used for the display of pictures of the Age of Chivalry. In front of this is a small table bearing a portable typewriter. In a rear corner of the room is a regulation manual education workbench. Two low bookcases, containing supplemental books, stand against the side wall. The theme of the room is fittingly expressed by a large framed picture of Sir Galahad flanked by shields and swords made by the children.

*Books.* The room is equipped with the following titles in sets of 5 to 20 copies :

Lansing — *Page, Esquire and Knight*

Terry — *The Beginnings*

Terry — *Tales of Long Ago*

Terry — *Lord and Vassal*

Blaisdell and Ball — *The English History Book*

Clark and Gordy — *What Men from Europe Brought to America*

Hancock — *Children of History - Later Times*

A set of Compton's *Pictured Encyclopedia*

Many single copies of larger and more expensive books on life in the Middle Ages.

9 : 00 A.M. The children seated themselves and a girl arose and led the class in singing " () Sole Mio." Room business, as it is called on the program, now began. (It should be explained that the class is divided into four groups, Norman Castle, English Castle, Irish Castle, and French Castle, and that each castle group contains knights, ladies, esquires, pages, and a monk who keeps the records of the group.) The room,

as a whole, is presided over by an Overlord who is eminently fitted to hold his position as he has personality, poise, and good judgment. He addresses his fellow members as "Lady \_\_\_\_" and "Sir \_\_\_\_." One of the monks called the class roll, with an occasional interrogation by the teacher (who, by the way, sat at the tables with the children) as to absent pupils. The Overlord asked for new items of business. A boy arose, having been duly recognized, and reported that since a large framed picture in the room is badly lighted and should be rehung, his group was endeavoring to find a better place for it. Other children made suggestions to him. A girl suggested that the vassals, who clean the room after the work period, would appreciate having the workbench left in a neater condition by its users. A vigorous class discussion arose when a knight asked if the creative poetry, being written by members of the class, is to be placed in one book or if each "Castle" is to have its own book. The latter plan was finally adopted with the added suggestion that not only poems but plays could be included in the books and that the best plays could be acted out later in the term. It seemed fitting to the class that the monk in each castle should be made responsible for assembling the material for his book.

Many research questions are being accumulated through class discussion and it was suggested that some one should be appointed to get the list in order and to check up on the answers. The Overlord called for nominations which were promptly made, the nominations were closed, votes were cast and one boy and one

girl were elected for this purpose. A thoughtful boy suggested that a substitute or alternate be appointed to take the place of either pupil in case of absence.

9 : 20 A.M. Following Room business on the program comes New material. Frances stood in front of the class and commented on Hilda Conkling's " Poems of a Little Girl " which she had discovered, and read two selections with evident enjoyment. The class liked these so much that they voted Frances " five stars " on her room record. Rose showed a history containing the story of the Two Princes in the Tower and recommended it to the class. Two books, *The Scottish Chiefs* and *Robin Hood*, were displayed with great pride by one of the boys. These books had been sent by a neighboring principal in appreciation of her visit to the room a few weeks ago. Mildred brought Eva Tappan's *England's Story* and showed a picture of a Norman castle. The question was raised, " How does a Norman castle come to be in an English history? " To settle the question, reference was made to the map to locate Normandy anew and to recall the historic invasion of England by William of Normandy. Dennis showed some live marine specimens contributed by a teacher in the building; comments were made and questions raised in reference to these. A very pleasant interruption was made by the manual education teacher, who brought up an armful of wooden pieces for the looms to be used by the girls. He was voted " five stars " and given a hearty round of applause.

9 : 55 A.M. The class broke up into groups to work on research questions, the teacher moving from group to group as needed. The research questions constitute a cumulative list, the current portion being placed on the blackboard and the remainder in the class record kept by the children. These questions appear to be really children's day-by-day inquiries and not the mere questioning for the sake of questioning which is perfunctorily done in some rooms. Some of the questions for the day read as follows :

53. Was the castle of the Lord his only home?
54. Who were the Wise Men in Queen Elizabeth's Court?
55. Where were good soldiers placed during a battle?
56. How large were the rocks used in battle during the Middle Ages?
57. How long would a castle last?
58. How would a King reward a Knight who fought bravely?
59. What was the Cid's favorite sword called? etc.

10 : 20 A.M. The Overlord had the children put away materials and then dismissed them.

10 : 25 A.M. Recess.

**Evaluation.** The room is quite unique in many ways and the delightful features are quite obvious — the extreme freedom given the children; their fine use of freedom without any apparent idea of its abuse; the attractiveness of the room and its home-like atmosphere; the evident interest of the children in everything that goes on in the room; their absorption in the spirit of

medieval life; the intelligent questions raised showing a grasp of subject-matter; the subordination of the teacher from ruler to member of the group; the skill with which the teacher took control if there was a point to be made or a difficulty to be ironed out -- all these are as fine as they are unusual.

Certain questions, however, arise. (1) Is it wise to continue this medieval unit for several terms even though the children demand it? (2) Are there not other fields in the sixth grade social studies which are as worthy of exploration as the Age of Chivalry? (3) Is modern Europe, the Europe of to-day, being neglected? (4) Is the constructive work which comes later in the day -- making of spears, swords, armor, tapestries, etc. -- an end in itself or is it a means to some worth-while end -- dramatization, for example? (5) Does the unit contribute directly to oral and written expression, and such homely items as penmanship and spelling? (6) Are tests -- informal and standardized -- given at intervals to measure progress?

#### SUMMARY OF CHAPTER FIVE

This chapter presents twenty-two "cross sections" of life in the informal classroom including all grades from first to sixth. The reader should note not only the general procedure in each case but the strong points as the observer has noted them. Especial attention is also called to the problems raised for discussion as these indicate potential danger points.

## CHAPTER SIX

### THE TEACHER CHECKS HERSELF

The "high spots" of the Case Studies in the preceding chapter are collected and presented below. This list will serve two purposes; it will summarize the things you should not miss and it will serve as a check-list whereby you can discover the strong and the weak places in your own school work.

**The Room.** 1. Every primary room — kindergarten, first, and second grades — should be seated with movable furniture of some sort. Grades three and above should be equipped with tables and chairs or some form of movable furniture wherever possible, or at least a combination of desks and tables. If circumstances do not admit of full movable equipment, it will be advisable to put three rows of desks next the wall and the tables and chairs next the windows. The reason for this is obvious; in an informal room the desks will be in use only part of the time while tables and chairs will be constantly in use.

2. Tables should be made (1) useful and (2) attractive. On each should be placed the minimum working equipment needed by the children — pencils, penholders, ink, erasers, etc. There is no reason why a spot of color in the form of a gayly colored blotter or small vase of flowers should not add to the pleasure of the pupils. See Cases number 21 and 22 for details.

3. Two or more materials tables should be provided with the general supplies — scissors, rulers, paste, etc. — which are not needed on the children's tables.

4. A library table should be provided. It should be large enough to accommodate at least eight children, should be equipped with comfortable chairs, should have an ample supply of attractive books and magazines, and should be made attractive by an appropriate cover or runner and fresh flowers, a potted plant, or an appropriate center piece of pottery or glass.

5. Bookcases should be provided both for the supplementary readers which accompany each unit of work and for the miscellaneous titles not needed on the library table. Supplemental sets should have five to twenty copies per set varying with the material and the needs of the moment. Great care should be taken to provide supplemental material at the vocabulary level of the children, *i.e.*, a backward sixth grade cannot easily read much above fourth grade difficulty level. Supplemental equipment of this kind should include one hundred to one hundred-fifty copies.

It is wise to allow children to make the room bookcases from such simple materials as can be found around any school. When finished the bookcases should be painted in attractive colors, to be retouched from time to time to keep them looking neat and clean.

6. A rear or side board should be covered with linoleum or celotex for the display of children's work, current events, charts, and graphs. A smaller space should be provided to serve as a bulletin board for "Room News," "Room Newspaper," etc.



7. One or two portable typewriters should be part of the room equipment. A table should be provided for this purpose and a definite schedule decided upon which shall equalize opportunities of using them. In the lower grades the typewriters should be of the large-type variety.

8. A simple workbench and a few tools should be provided. This will vary according to circumstances from a regulation manual-education workbench, cut down to the size of the children in the room, to a large, solid, wooden block with a vise attached. The essential element is not the elaborate equipment so much as the provision for simple bench work when necessary.

9. In the middle and upper grades such maps as will be in constant use should be mounted where the children can use them conveniently. A map of the world, a map of the continent the children are studying at the time, and a globe form the minimum equipment of this type.

10. Provision should be made in all grades for such supplemental reference material as will be needed daily. In the lower grades this is apt to take the form of room dictionaries, *i.e.*, cards alphabetically arranged, listing the words in use. In the middle and upper grades articles from magazines, folders, etc. should be placed in a convenient box and arranged alphabetically.

11. Ample provision should be made at all times for visual aids to accompany each unit of work. In the larger cities a Visual Education Division will be happy to provide lantern-slides, mounted pictures, films, etc. In smaller towns and in rural districts these will have to be purchased by the local school districts to be placed into classroom use.

12. When space permits a small, low stage is a welcome addition to room equipment. This can be used for dramatization, glee clubs, oral English, and many other daily activities of the room to great advantage.

13. A set of ten or twelve chairs may be provided for group reading. These provide a desirable audience situation while in use and can easily be stored in the cloakroom when not needed.

14. A sink with running water is most desirable.

15. Fire-proof storage is necessary for paints and oils. This may be in the form of a small zinc-lined box with handles to permit of easy carriage from one part of the room to another.

16. The formal decoration of the room should be confined to good color prints attractively framed and suitably placed.

**The Children.** 1. An informal room provides the pupils with many and varied occupations, such as :

(a) Constructive work : building a stage, building a playhouse, making miniature California Missions, Egyptian homes, medieval weapons, etc.

(b) Painting : scenery, furniture.

(c) Sewing : costumes for play or pageant, doll clothes, cushions, tapestries, etc.

(d) Reading for fun.

(e) Reading " to find out " ; research reading.

(f) Looking at pictures and picture books.

(g) Weaving.

(h) " Playing house," caring for the doll corner, etc.

- (i) Reading of the work-type variety; following directions, etc.
- (j) Using a typewriter.
- (k) Using a "price-and-sign" marker for printing.
- (l) Drawing, coloring, and designing.
- (m) Modeling in clay or plasticine.
- (n) Making reading and arithmetic seat materials.
- (o) Composing music.
- (p) Writing verses.
- (q) Practicing athletic "stunts."
- (r) Making lantern slides.
- (s) Giving a "show" — a play, a program, a pageant, a debate, an illustrated lecture.
- (t) Playing number and reading games.
- (u) Writing reports, making booklets, etc.
- (v) Observing the natural world.
- (w) Collecting material for report.
- (x) Practicing in skill subjects.
- (y) Making graphs of individual progress.
- (z) Conducting club meetings.

2. In addition to the above the children meet the teacher regularly for instruction in those subjects which require the more formal type of teaching, *i.e.*, arithmetic, language usage, corrective reading treatment, penmanship, spelling, etc.

3. The children are learning responsibility and developing initiative through opportunities for participation in the life of the room. As presiding officers, members of committees, foremen, and in other positions they are learning to plan, to execute, and to judge results.

4. The children are living happily and successfully in the group. They are courteous, considerate of each other, helpful, and patient, and do not presume on their privileges.

5. They accept the teacher gladly as a member of the group but recognize that she is older and wiser than they and turn to her naturally for guidance and inspiration.

6. Discipline, as such, is not a factor in the life of the room. It is considered "bad form" to be unsocial or anti-social. Right conduct is assumed to be a normal characteristic of the "good life" which is being lived. Occasional breaches of good form are handled quietly by the children themselves.

7. The children are developing independence and self-reliance. They will not ask for help if they can solve their own problems.

8. The children are cultivating high ideals - loyalty, honesty, self-respect, unselfishness, respect for elders.

9. The children are cultivating a sense of order; they use materials economically, keep things in the proper place when not in use, and clean up after constructive work thoroughly and efficiently.

10. They practice good enunciation and articulation; they pronounce words correctly; they are audible across the room when speaking to the group.

11. They know how to use freedom without abusing it.

12. They know the joy of achievement through the opportunity to do creative work.

13. They are learning to suspend judgment until they know both sides of a question; they are open-minded;

they respect the opinions of others even if others think differently from them.

**The Teacher.** 1. She endeavors at all times to grow toward perfection so that she may exemplify to her pupils "wholesome and complete living of the highest type."

2. She has a tenable philosophy of education and carries it out in practice in the everyday life of the room.

3. She creates situations which make fine living possible; she makes experiences possible which lead to desirable changes in conduct.

4. She maintains an informal atmosphere in her room which encourages self-expression, freedom of thought and of action.

5. She creates high ideals which control freedom and direct it toward the proper goals.

6. She has a simple, sensible, flexible daily program.

7. She organizes her subject-matter into units of work which meet the needs and interests of her pupils.

8. She connects her units of work with her course of study so that the child may not suffer loss through transfer to another school.

9. She draws from each unit the academic outcomes which will contribute directly to the progress of her pupils in their school studies.

10. She controls the daily experiences of the children so as to make them contribute to the development of self-control and right ideals of conduct.

11. She prizes originality and differences among her children rather than conventionality and standardization.

12. She emphasizes the value of a happy, coöperative, and successful group-life.

13. She sees her pupils as individuals.

14. She organizes an effective testing program so that the pupils may be able to measure daily growth.

15. She has the necessary strength of character and sense of humor to meet emergencies in the daily life of the classroom.

16. She is a welcome member of the group but knows unerringly when to take immediate control of a situation.

17. She plans her work definitely, she keeps a current record of her progress and evaluates her results.

18. Above all she loves children, appreciates their strong points, is patient with their weaknesses, keeps her poise under stress, and enjoys life.

#### SUMMARY OF CHAPTER SIX

The teacher who has embarked on the informal program should check her professional progress at intervals. She can do this most effectively if she checks in turn (1) the whole teaching situation; (2) the children; and (3) herself. Additional material for taking inventory will be found in the appendix following this chapter.

## APPENDIX

### I. FURTHER PROFESSIONAL READING FOR THE TEACHER <sup>1</sup>

#### A. The Social Setting

1. Lynd, Robert S. and Helen M. — *Middletown* (Harcourt, Brace, 1929)

“ So this volume needs no defense ; it is put forth for what it is, a pioneer attempts to deal with a sample American community after the manner of social anthropology.”

2. Chase, Stuart — *Mexico, a Study of Two Americas* (Macmillan, 1931)

“ We want to know how a community of machineless men carries on ; how a handicraft culture actually functions ; how it compares with an American community, the best documented being Middletown.”

3. Martin, Everett Dean — *Liberty* (W. W. Norton, 1930)

“ We have seen more than one of our traditional guarantees of individual liberty shrink before the well meaning attempts at reform and the organized activity of groups inspired by profit seeking motives. Many have consequently been inclined to dismiss the cause of liberty as a popular illusion.”

<sup>1</sup> All quotations by permission of the respective publishers.

4. Dell, Floyd — *Love in the Machine Age* (Farrar and Rinehart, 1930)

"The object of this book is to popularize a modern and scientific view of behavior, and thereby to help people to live happy and successful lives."

5. Rugg, Harold — *Culture and Education in America* (Harcourt, Brace, 1931)

"It is indeed essentially a preface to a theory of life and education and a tentative program to meet the staggering problems of social reconstruction."

6. Hart, Joseph K. — *A Social Interpretation of Education* (Holt, 1929)

"It is taking *all* of the past and the present to make the future, not merely that part of the past and present that is found in schoolhouses. Education is compact of *all of today*, not merely that part of today that is in the keeping of the schools."

#### B. New Schools in a New World<sup>1</sup>

7. Kilpatrick, William H. — *Education for a Changing Civilization* (Macmillan, 1926)

"Our times are changing and -- in part at least -- as times never changed before. These changes make new demands on Education. And our Education must greatly change itself in order to meet the new situation."

8. Naumburg, Margaret — *The Child and the World* (Harcourt, Brace, 1928)

"America, as I already suggested, has recognized nothing but the virtues of the social approach. But

<sup>1</sup> All quotations by permission of the respective publishers.



there is another face to the coin. An exaggeration of the social ideal may lead to the extinction of individuality."

9. Washburne, Carleton, and Stearns, Myron M. — *Better Schools* (John Day, 1928)

"It (this book) attempts — to single out some of the most significant of the newer educational ideas, illustrating them with concrete examples of schools that have successfully worked them out."

10. Boyd, William, and MacKenzie, Muriel — *Towards a New Education* — Fifth World Conference, New Education Fellowship 1929 (Knopf, 1930)

"It is no exaggeration to say that this book contains the truest account available anywhere of the various currents of progressive educational thought in the world at this critical time."

11. Pinkevitch, Albert P. — *The New Education in the Soviet Republic* (John Day, 1929)

"No good can come from the perpetuation of ignorance. There is going on in the Soviet Union today a social and educational experiment of enormous magnitude. Whether the American student of Education and Society is to favor or condemn the purposes and methods of this experiment he must first understand it."

12. Roman, Frederick W. — *The New Education in Europe* (Dutton, 1930)

"The world cannot afford to be indifferent to what is transpiring in the schools of Europe. The joys and sorrows of all nations are intimately allied with the attitudes, forces, and aspirations that are

being given new releases in the minds and physique of the coming youth."

13. Cook, H. Caldwell — *The Play Way* (Stokes, 1919)

"Now that the social revolution is in every man's mouth as 'Reconstruction,' let us see to it that the fight for liberty (for the people have found this outstanding principle through all complexities) is not rendered tragically unavailing by our incapacity rightly to interpret the freedom won."

14. Mearns, Hughes — *Creative Power* (Doubleday, Doran, 1929)

15. Mearns, Hughes — *Creative Youth* (Doubleday, Doran, 1930)

"The studies herein described present the basis for a new hope for and faith in the young people of our modern day."

## II. A MINIMUM LIST OF PRIMARY BASAL READERS

There is a trend toward the replacement of series readers in the middle grades by individual titles in many fields although, in those grades, there is a steady demand for work-type readers to be used in developing specific skills. In the lower grades, however, series or basal readers are still of prime importance. The following list of recent basal readers, based largely upon the social studies, constitutes the *minimum* basic equipment of a primary teacher. Five to ten copies of *each* reader (Primer, First, or Second Reader) should be provided in order to ensure effective work.

1. Gates and Huber — *The Work-Play Readers* (Macmillan)

2. Suzallo and others — *Fact and Story Readers* (American Book)
3. White and Hanthorn — *Do and Learn Readers* (American Book)
4. Pennell and Cusack — *The Children's Own Readers* (Ginn)
5. Johnson and others — *Story and Study Readers* (Johnson)
6. Ringer and Downee — *Citizenship Readers* (Lippincott)
7. Freeman — *Child Story Readers* (Lyons and Carnahan)
8. Elson and Gray — *The Elson Basic Readers* (Scott, Foresman)
9. Martin — *Real Life Readers* (Scribner)
10. Hardy — *The Child's Own Way Readers* (Wheeler)

### III. A MINIMUM LIST OF PRIMARY SOCIAL STUDIES READERS

Hundreds of attractive titles are now available in this field. The following minimum list indicates the *type* rather than the number of social studies readers which should find a place in the supplemental book equipment of a modern primary school room.

1. Kuh and Wiese — *The Delivery Man* (Macmillan)
2. Kuh and Wiese — *The Engineer* (Macmillan)
3. Kuh and Wiese — *The Fireman* (Macmillan)
4. Kuh and Wiese — *The Policeman* (Macmillan)
5. Kuh and Wiese — *The Motorman* (Macmillan)
6. Read, Helen S. — *The Airplane Ride* (Scribner)
7. Read, Helen S. — *Billy's Letter* (Scribner)

8. Read, Helen S. — *The Engine's Story* (Scribner)
9. Read, Helen S. — *Grandfather's Farm* (Scribner)
10. Read, Helen S. — *Jip and the Fireman* (Scribner)
11. Read, Helen S. — *Mary and the Policeman* (Scribner)
12. Read, Helen S. — *Mr. Brown's Grocery Store* (Scribner)
13. Tippet, J. S. — *Busy Carpenters* (World Book)
14. Tippet, J. S. — *The Singing Farmer* (World Book)
15. Gage, Lucy — *Out and Playing* (Mentzer)
16. Gage, Lucy — *Up and Doing* (Mentzer)
17. Clark, Bertha — *Belle River Friends* (Lyons and Carnahan)
18. Clark, Bertha — *Work and Play on Belle River Farm* (Lyons and Carnahan)
19. Dopp, Katharine — *Bobby and Betty in the Country* (Rand)
20. Dopp, Katharine — *Bobby and Betty with the Workers* (Rand)

#### IV. A MINIMUM LIST OF SOCIAL STUDIES READERS FOR THIRD AND FOURTH GRADES

Each specific unit of work undertaken will require its own special book equipment. In addition, each teacher of these grades should have permanently in her room from five to twenty copies of *each* of the following titles:

1. Knowlton, P. A. — *First Lessons in Geography* (Macmillan)
2. Perdue, H. A. — *Child Life in Other Lands* (Rand)
3. Perdue, H. A. — *How Other Children Live* (Rand)

4. Atwood, W. W., and Thomas, H. G. — *Home Life in Far-Away Lands* (Ginn)
5. Barrows, H. H., and Parker, E. P. — *Journeys to Distant Lands* (Silver, Burdett)
6. Aitchison, A. E., and Uttley, Margaret — *Across Seven Seas* (Bobbs-Merrill)
7. Shepherd, E. P. — *Geography for Beginners* (Rand)
8. Smith, J. R. — *Home Folks* (Winston)
9. Scantlebury, E. E. — *Little World Children* (Ginn)
10. Carpenter, Frank — *Around the World with the Children* (American Book )

V. A MINIMUM LIST OF SOCIAL STUDIES READERS  
FOR THE FIFTH GRADE

The social studies in this grade tend to revolve around one or more of the following topics (1) the great major human needs for food, clothing, shelter, and communication; (2) the early history of our country; (3) the geography of the United States; and (4) South America and its neighbors. The following lists contain a few of the titles which should be part of the permanent book equipment of each fifth grade classroom.

A. General Reference Books

The excellent maps, charts, and illustrations of the following books make them invaluable for reference purposes.

1. Huntington, Benson, McMurry — *Living Geography: Book I, How Countries Differ* (Macmillan)
2. Huntington, Benson, McMurry — *Living Geography: Book II, Why Countries Differ* (Macmillan)

3. Barrows, H. H., and Parker, E. P. — *The United States and Canada* (Silver, Burdett)
4. Barrows, H. H., and Parker, E. P. — *Europe and Asia* (Silver, Burdett)
5. Barrows, H. H., and Parker, E. P. — *Southern Lands* (Silver, Burdett)

or

6. Atwood, W. W., and Thomas, H. G. — *The Americas* (Ginn)
7. Atwood, W. W., and Thomas, H. G. — *Nations beyond the Seas* (Ginn)
8. Atwood, W. W., and Thomas, H. G. — *The United States among the Nations* (Ginn)
9. Atwood, W. W., and Thomas, H. G. — *The World at Work* (Ginn)

#### B. Food, Clothing, Shelter, and Communication

Five to twenty copies of *each* of the following titles should be provided :

1. Carpenter, Frank — *How the World Is Fed* (American Book)
2. Carpenter, Frank — *How the World Is Clothed* (American Book)
3. Carpenter, Frank — *How the World Is Housed* (American Book)
4. Carpenter, Frank — *The Foods We Eat* (American Book)
5. Carpenter, Frank — *The Clothes We Wear* (American Book)
6. Carpenter, Frank — *The Houses We Live In* (American Book)

7. Carpenter, Frank — *The Ways We Travel* (American Book)
8. Chamberlain, James — *How We Are Fed* (Macmillan)
9. Chamberlain, James — *How We Are Clothed* (Macmillan)
10. Chamberlain, James — *How We Are Sheltered* (Macmillan)
11. Chamberlain, James — *How We Travel* (Macmillan)
12. Shepherd, E. P. — *Geography for Beginners* (Rand)
13. Smith, J. R. — *Home Folks* (Winston)
14. Worthington, Josephine, and Mathews, C. V. — *Our Food* (Owen)
15. Worthington, Josephine, and Mathews, C. V. — *Our Clothing* (Owen)
16. Fox, F. C. — *How the World Rides* (Scribner)

### C. Our Country

Twenty copies of the first book and five to ten copies of the remaining books in the list given below constitute the minimum equipment in this field.

1. Nida, W. L., and Webb, Victor L. — *Our Country Past and Present* (Scott, Foresman)

(Note: The above text covers both the geography and history usually taught in the fifth grade and is probably the best single text now available in this field.)

2. Carpenter, Frank — *North America* (American Book)
3. Allen, N. B. — *North America* (Ginn)
4. Lefferts, Walter — *Our Own United States* (Lippincott)

5. Aitchison, A. E., and Uttley, Margaret — *North America by Plane and Train* (Bobbs-Merrill)
6. Barnard, E. I., and Tall, L. L. — *How the Old World Found the New* (Ginn)
7. Smalledge, O. E., and Paxton, F. L. — *Finding America* (Houghton Mifflin)

#### D. South America and Its Neighbors

Five to ten copies of each book listed below constitute the minimum equipment in this field.

1. Allen, N. B. — *South America* (Ginn)
2. Carpenter, Frank — *South America* (American Book)
3. Lefferts, Walter — *Our Neighbors North and South* (Lippincott)
4. Lefferts, Walter — *Our Neighbors in South America* (Lippincott)
5. Salisbury, Ethel I. — *From Panama to Cape Horn* (World Book)
6. Franck, H. A. — *Mexico and Central America* (Owen)
7. Franck, H. A. — *South America* (Owen)

#### VI. A MINIMUM LIST OF SOCIAL STUDIES READERS FOR THE SIXTH GRADE

Current practice places the European background of American history together with the geography of modern Europe as the major topics in this grade. The following books constitute a minimum list of titles which should be provided in sets of five to twenty copies each as funds permit.

1. Huntington, Benson, McMurry — *Living Geography: Book I, How Countries Differ* (Macmillan)



2. Huntington, Benson, McMurry — *Living Geography: Book II, Why Countries Differ* (Macmillan)
3. Barrows, H. H., and Parker, E. P. — *Europe and Asia* (Silver, Burdett)
4. Atwood, W. W., and Thomas, H. G. — *Nations beyond the Seas* (Ginn)
5. Carpenter, Frank — *Europe* (American Book)
6. Allen, N. B. — *Europe* (Ginn)
7. Wells, M. E. — *How the Present Came from the Past* Book I. (Macmillan)
8. Wells, M. E. — *How the Present Came from the Past* Book II. (Macmillan)
9. Mohr, Louise; Washburne, Carleton; and Beatty, W. W. — *Days before Houses* (Rand)
10. Mohr, Louise; Washburne, Carleton; and Beatty, W. W. — *Egyptians of Long Ago* (Rand)
11. Mohr, Louise; Washburne, Carleton; and Beatty, W. W. — *Babylonia and Assyria* (Rand)
12. Mohr, Louise; Washburne, Carleton; and Beatty, W. W. — *Palestine and Syria* (Rand)
13. Clark, Marion G., and Gordy, W. F. — *The Early Story of Mankind* (Scribner)
14. Clark, Marion G., and Gordy, W. F. — *What Men from Europe Brought to America* (Scribner)
15. Terry, Arthur G. — *Tales from Far and Near* (Row, Peterson)
16. Terry, Arthur G. — *Tales of Long Ago* (Row, Peterson)
17. Terry, Arthur G. — *The Beginnings* (Row, Peterson)
18. Terry, Arthur G. — *Lord and Vassal* (Row, Peterson)

19. Hall, Jennie — *Our Ancestors in Europe* (Silver, Burdett)
20. Gordy, W. F. — *American Beginnings in Europe* (Scribner)
21. West, Ruth, and W. W. — *The New World's Foundations in the Old* (Allyn and Bacon)

VII. A MINIMUM LIST OF WORK-TYPE READERS FOR  
THE MIDDLE GRADES

1. Gates, Arthur, and Huber, Miriam — *Work-Play Readers* (Macmillan)
2. Pennell, M. E., and Cusack, A. M. — *Children's Own Readers* (Ginn)
3. Spencer, Paul R., and others — *Thought-Study Readers* (Lyons and Carnahan)
4. Freeman, Frank, and Johnson, E. M. — *Child Story Readers* (Lyons and Carnahan)
5. Lewis, W. D., and Rowland, A. L. — *New Silent Readers* (Winston)
6. Harper, W., and Hamilton, A. J. — *Treasure Trails* (Macmillan)

(Note: The above title is especially good for appreciation reading.)

7. Walker, A., and Summy, E. — *The Study Readers* (Merrill)

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